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UNIVERSITY OF ALBERTA

"A PSYCHOSOCIAL PROFILE OF TEACHERS' NEEDS IN SOUTH AFRICA."

by

PORTIA M. MAKOLA

A THESIS

submitted to the Faculty of Graduate Studies and Research in

partial fulfillment of the requirements for the degree of Master of Education.

Department of Educational Psychology

Edmonton, Alberta

FALL, 1994

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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research for acceptance, a thesis entitled **"A Psycho - Social Profile of Teachers' Needs in South Africa"** submitted by **Portia M. Makola** in partial fulfillment of the requirements for the degree of **Master of Education.**

Dr. R. H. Short

Dr. W. H. O. Schmidt

Dr. W. D. Samiroden

June 14, 1994

This thesis is dedicated to

my family:

David and Mary Makola (parents)

Faith, Tumi, Mathoto, Nthunyana and Mpho (sisters)

and

Phataki and Tselahale (brothers)

For their patience love and support throughout my studies.

ABSTRACT

The purpose of this study was to investigate teachers' needs in South African black education, and to examine the relationship between the needs (psychological, social, and economic) and teachers' stress. The study examined how often the situation occurred for the teacher, and how stressful the situation was to the teacher if these work related items were not satisfied. The study also investigated differences between personal, professional, and structural attributes of respondents with regard to their perceptions of empowerment, teacher efficacy, working conditions, teacher satisfaction, community support, and student relations.

Data were collected using " A Psycho-Social Profile of Teachers' Needs In South Africa Questionnaire" developed for the study. The questionnaire used in this study was based on the review of literature pertaining to the education system in South Africa, and teachers needs' in the school from an organizational perspective. 67 work related items were collected, and information needed was on how often the situation occurred and how stressful the situation was to the teacher. The responses to the questionnaire also provided demographic information of respondents and their commitment to the profession. Of the 500 questionnaires that were distributed, 305 were usable for statistical analyses. The open-ended question was subjected to content analysis in order to reveal specific categories and opinions which pertained to the research questions.

The major findings of the study reveal that there are observable differences in psychological, social and economic needs of teachers in Black education. There were significant differences between personal, professional, and structural attributes and the six need factors used in the study. Although 72% of respondents indicated that they would pursue their career in education, almost the same percentage indicated that they were experiencing physical illness related to work and stress frequently if not almost constantly. The categories of reasons for leaving the profession prior to normal

retirement age, were identified as: finances, lack of recognition of the profession, working conditions, lack of advancement and challenge, change of career, dissatisfaction (management and administration of schools), and stress.

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CHAPTER I

INTRODUCTION

Background to the problem

There is a growing awareness that teachers' needs have been neglected in South African black schools. Since 1986 the number of South African teacher organizations has increased more than that experienced in the entire period between 1940 and 1970. The struggle of black teachers to organize themselves as a profession, and to seek greater unity has led to a multitude of teacher organizations (Nkomo, 1990). These organizations have grown up in South Africa because of restrictive regulations in the teaching profession, racial divisions, segregated education systems, and differing political ideologies. For example, the Education and Training Act, No. 90 of 1979, section 15 (par. a and b) that prohibits teachers from participation in political and other related activities states that:

(a) "A teacher shall not use his/her position of office to promote or prejudice the interests of a political party or organization and shall not draw up, publish or have published a paper or express himself/herself in the public press or at the public meeting on political matters; and (b) shall not display, circulate or distribute any notice, document, bill or other paper which seeks support of any political party or organization or which relates to the election or the opposition of the election ..." (D00 002 (89 / 07, p. 41).

It is widely agreed by those who are studying South Africa that it is in a period of transition. In political science, South Africa's transition is described as a "transition from an authoritarian form of government to a democratic form of government". It is therefore not a transition without purpose or goal: It is future oriented. Nevertheless it is a transition that carries a lot of the past with it (Lee, 1992). South Africa's task is to reconstruct and transform what the past has put in place in the present, with full

recognition of the reality that neither systems nor people change easily, but that change is possible.

South Africa (see figure 1) has just entered a phase of democratization. The national constitution was finalized on April, 1994, when the African National Congress, under the leadership of Mr. Nelson Mandela won the South African elections. It also invited other political parties such as, The National Party (NP), Pan African Congress (PAC), the Inkatha Freedom Party (IFP), Conservative Party (CP), and several others to participate in restructuring the national constitution. This means that new policies will have to be implemented, and it is typically a lengthy and uneven process. The ANC's educational policy aims at bringing about national unity in South Africa. A policy that would link the education system with the broad social goal of a democratic society, so that the interests of society as a whole are represented and catered for within. However neither economic, educational, nor social change can be put off for that length of time. These changes are absolutely critical for the society. Its teachers, as an interest group, operate at the cutting edge of educational change. However, organization, strategy, and sheer hard work are needed to ensure that the new South Africa gets the teachers it deserves.

An attempt should be made to consider what strategies should be planned, initiated and sustained for the realization of the teaching profession in the post-apartheid South Africa. As Hartshorne (1992) states: "in achieving the specific need for equality, relevance and quality in South African education, the teacher is the key person. Increased funding, better physical facilities, new curricula, improved syllabuses and learning materials, democratic structures, effective planning and administration, as well as the political will to change, and popular support for what is done, all have their part to play, but in the end success or failure depends on the teacher in the classroom" (p. 218).

A number of respected researchers and management experts (e.g. Rosenholtz, 1989; Sergiovanni, 1988; Ashton & Webb, 1986; Hackman & Oldman; 1976; Herzberg, 1966) have pointed out that the secret to motivating extraordinary commitment and performance over time can only be found in work itself. Though this idea is well documented and widely accepted in work-related motivation literature, it is too often ignored in the school policies and practices.

Herzberg (1966), for example, pointed out that job factors such as opportunity, feelings of achievement and responsibility, interesting and challenging work, and opportunity for advancement, all have the capacity to motivate. These factors are not something that leaders can give in exchange for desired behavior but are an integral part of the work that one does. From their research Hackman and Oldman (1976) concluded that enhanced commitment and extraordinary performance were more likely to be present in the following situations: "when workers found their work to be meaningful, purposeful, sensible, and significant: and when they viewed the work itself as being worthwhile and important. When workers had reasonable control over their work activities and were able to exert reasonable influence over work events and circumstances. When workers experienced personal responsibility for the work they did and were personally accountable for outcomes" (p. 123).

Teachers' role in the school and in society

In considering the role of the teacher, one possible approach is to ask oneself why society has to have teachers at all. What functions do they perform? In speaking about the teacher it is usual to distinguish between their role in the community at large and the role within the school. Datta (1984) identified a set of six separate sub-roles for the teacher in the American school. These sub-roles are: (I) disciplinarian, (ii) mediator of

learning, (iii) parent substitute, (iv) judge, (v) confidant, and (vi) surrogate of middle class morality (p. 116).

All the sub-roles as identified by Datta seem to be relevant to the South African school context, where the teacher is expected to be a person of refined taste, an explorer in the world of ideas, and an expert in child development. The teacher is required to maintain some kind of order in the class, to be a disciplinarian. He or she transmits knowledge as a mediator of learning, and supplements in the school what parents do at home. The teacher is expected to show sympathy and understanding to children. Again it is the teacher who judges and decides what is right and wrong in the academic field. The teacher's participation in various community affairs, such as being a "surrogate of middle class morality", reflected in correct speech, good manners, modesty, prudence, honesty and responsibility, is still practiced, in South African black schools.

Teacher's needs and insecurities

Many writers such as Lieberman (1984), Warren (1989), Rolheister (1990), Nkomo (1990), Ashley (1992), and Romanish (1993), have drawn attention to the needs, doubts and insecurities to which the teacher, perhaps more than other practitioner, tends to be exposed. A characteristic of the teacher's role is its diffuseness. Datta (1984) argued that "a diffuse role as compared to a specific role, is distinguished by the absence of: (i) set tasks which are to be performed within a set time by the manipulation of defined expertise, (ii) formal limitation to the competence of the role performer, and (iii) a delimitation of his or her commitment" (p. 117).

Datta emphasize the diffuseness of the role of the teacher, perhaps more than any other practitioner as s/he is with children over an extended period of time. For the teacher, socializing is a never ending process. This Datta contrasts with a practitioner in law, concerned only with a person's delictual acts, or in medicine dealing with someone's

health. For the teacher, Datta contends "diffuse roles are likely to embody internal role-conflicts because of the absence of clear lines of demarcation, whereby the role player knows when he has done his job" All this makes the teacher's role more diffuse than the doctor's or lawyer's, a fact which complicates the task of evaluating the teacher in relation to other professionals.

Need for Research

If the role of the teacher is made up of what other people think s/he ought to be doing or not doing, would it not be the simplest plan to merely seek the views of teacher respondents on this issue and construct the teachers role on the basis of known needs? Empirical validation would help to address the issue of teachers' needs and teacher effectiveness, especially with reference to South African society, a society that holds conflicting views on the issue of teacher behavior.

During the past few years, numerous articles have appeared in South Africa's popular press reporting an increasing number of teacher strikes and the *mushrooming* of teacher organizations. Writers of these articles typically speculate that an increasing numbers of teachers are leaving the profession prematurely because of unsatisfied needs-related reasons. Since 1990, South African teachers in black schools have organized protest marches in trade union fashion, seeking to gain their objectives by mass action (Hartshorne, 1992). Yet little effort has been devoted to gathering evidence systematically to discover how extensive is the problem, what causes it, and how teachers have learned to cope.

At present it is not known what the relationship is between teachers' needs (psychological, economic and social) held by South African teachers in black schools and factors such as stress and job satisfaction. Nor is it known if a relationship exists between teachers' needs and their level of professional orientation. It is highly possible that

teachers have different psychological, social and economical needs and consequently express them in different ways. One justification for this research, is its potential for practical application.

It is the view of this researcher that the mechanisms and hierarchical structures of an education system should exist not for their own sake but to empower the teacher to do effective and creative work in his/her everyday dealings with students. Moreover, it is within this intensely personal relationship with students in the process of learning that the real meaning of education lies. Again it is in the quality of this relationship that the success or failure of schooling is dependent. Whatever the educational problem to be faced, the key to the situation is the teacher.

This study was therefore designed to gather information on the problems faced by teachers in what has been up to 1994, an apartheid society that is battling in its transition to a democratic one. The rationale has been provided because the democratic theme is almost completely absent in the rhetoric surrounding school changes currently faced by teachers in Black education. The perceived benefits of such policy changes and clarification of responsibilities of teachers will help towards developing an effective education system in Black schools. The purpose of this research was to investigate the psycho-social basis of teachers' needs in South Africa.

Statement of the problem

The purpose of this study was to explore how needs affect teachers' performance in Black education and how stressful is the teachers' work situation, if needs are not satisfied. More significantly the following research questions were addressed.

(a) What are the demographic and attributive characteristics of teachers in South African black schools ?

(b) What are the needs encountered by teachers employed in black schools?

(c) To what extend are overall work related needs of teachers related to:

(i) personal variables: sex, age, physical illness related to work, personal life stress, and commitment to the profession.

(ii) professional variables: years of education, years of teaching experience, number of years in present school.

(iii) structural variables: present position, major grade level, number of teachers in the school and school size.

(c) What difference exists in personal, professional and structural variables of respondents who indicate that they plan to stay in the profession and those who plan to leave?

(d) How stressful is the teaching profession for black teachers if needs are not satisfied?

(e) What reasons do respondents give for planning to leave the profession prior to normal retirement age?

Significance of the Study

This study has implications both in theoretical as well as practical terms. Although the literature on teachers' needs is abundant, research in the field is still in its infancy. An initial survey of the research on teachers' needs indicates that research has not adequately addressed these issues in education (centralization of control, discrimination, inequality and subordination of teachers in black education). Although there has been only limited systematic inquiry into the perceptions of satisfied and dissatisfied teachers, Greenland (1983), Ramusi (1992) dealt with in- service training of teachers; Nkomo (1990), Ashley (1992), shortage of teachers; Lieberman (1984), Warren (1989), Rolheister (1990), Romanish (1993), teacher's doubts and insecurities. This study investigated how needs affect teachers performance in black education and what effect they have on their performance.

All the structures and mechanisms of the education system from the head office down to the inspectorate and the local authorities concerned with the school, curriculum developers, students of educational psychology, and policy matters may find this study theoretically significant and practically useful in their pursuit of knowledge in understanding teachers needs and their role in education. The onus of educational change and control falls on these people in the new process. It is, therefore, important that they become conversant with the perceived problems as well as the benefits derived in order to avoid pitfalls. They will then be able to plan effectively for a future education system for the post-apartheid South Africa, which takes into regard the role of teachers in developing education.

Assumptions

(a) The personal life and the professional life of the teacher are not separable, but rather influence and shape each other.

(b) The needs and values that each teacher holds will be manifest over time in the everyday life of the teacher.

(c) Teachers are role models for students and others with whom they come into contact. How they act says as much or more about them and their values than what they say. This assumption is related to the "hidden curriculum" of schools.

(d) The particular time in history and the particular social context within which the teacher lives and works will have a significant impact upon their lives and their work as teachers.

Delimitations

Delimitation associated with the study are as follows:

(a) The study was delimited to teachers teaching within the jurisdiction the Department of Education and Training in South African black schools only.

(b) The participants were selected from different school districts from both rural and urban areas within the Pretoria-Witwatersrand-Vereeniging regions of South Africa. See map (Figure 1).

(c) Participants are teachers who have had considerable interaction with the education system and have served in the education system for more than two years. The finding of the study is based on the understanding and opinions of the respondents.

(d) The study did not examine a random sample of all school based teachers in South Africa, consequently the findings may not be generalizable to teachers throughout the country. Due to the given political situation of South Africa then and now, the researcher was unable to conduct the research in other areas like the East Rand, Bloemfontein and Natal and other regions. See map (Figure 1).

Limitations of the study

(a) The inherent limitation of a questionnaire to evoke original replies was a clear limitation. It limited the data gathering to only those questions used in the questionnaire. The sixty seven possible work situation needs included in the questionnaire may not have covered all major areas of concern for teachers.

(b) Given the political context of S.A. today, the extent of the participants willingness to express their opinion freely to the questionnaire and interview was another limitation.

(c) It is important to recognize the fact that gender social status, and occupation of respondents imposed some bias on them. The sense of bias was considered by the researcher during the data collection as well as their analysis.

(d) Some factors may have influenced the results. The data were gathered when South African teachers were on strike, and it was near the end of the year when stress and needs accumulation may have been high.

(e) A number of the questionnaire items were not neutral in the sense that they suggested a lack of certain desirable features in the work situation (lack of counseling services in black education). It is possible that those who did not respond, neglected to because of other more immediate pressures such as belonging to a different teachers' union, or felt threatened by the questionnaire.

Definition of terms

The following operational definitions are provided for clarification of some of the terms used in this study.

(a) "Psycho-social" means dealing with or measuring both psychological and sociological variables concerned with the psychological characteristics of a race or people.

(b) "Profile", is a group of data representing the extent to which an individual exhibits traits or abilities as determined by tests or ratings.

(c) There are as many definitions of needs as there are studies of needs. For this study the term "need" is defined as: a construct (a hypothetical concept) which stands for a force (the physio-chemical nature of which it is unknown) in the brain region, a force which organizes perception, apperception, intellection, conation and action in a way as to transform in a certain direction an existing unsatisfying situation (Murray, 1938, p.123-4).

(d) The term "stress" as used in the questionnaire which was distributed to respondents was " . . . a pressure or overburdening experienced by a person as a result of a situation, in the work setting." This definition approximates what House (1974) terms the "layman's" conception of occupational stress and was therefore, deemed most appropriate as a definition to use in the gathering of the data.

(e) The term "Black" which became operative in terms of the second Black Laws

Amendment Act, 1978 (Act 102 of 1978), is used in this study.

(f) "Black Education" the term will be used as it appears in the Black Education Act, 1953 (Act 47 of 1953), as amended stipulates that "black education" is for the education of black children or persons, or for the instruction and training of black persons.

Organization of the study

Chapter I presents a brief outline of the research area, with regard to its rationale, statement of the problems and sub-problems to be addressed, definitions of terms used in the study, and a discussion of assumptions, limitations and delimitations, and significance of the study. A review of the relevant literature is presented in Chapter II. Methods and procedures used to carry out the study are presented in Chapter III. Chapter IV contains a discussion of the individual variables: personal, professional, and structural characteristics of the respondents. Chapter V contain research findings related to the problem statements , while the summary and conclusions, implications of the study and recommendations for future research will be contained in Chapter VI. The appendix contains a copy of the research instrument.

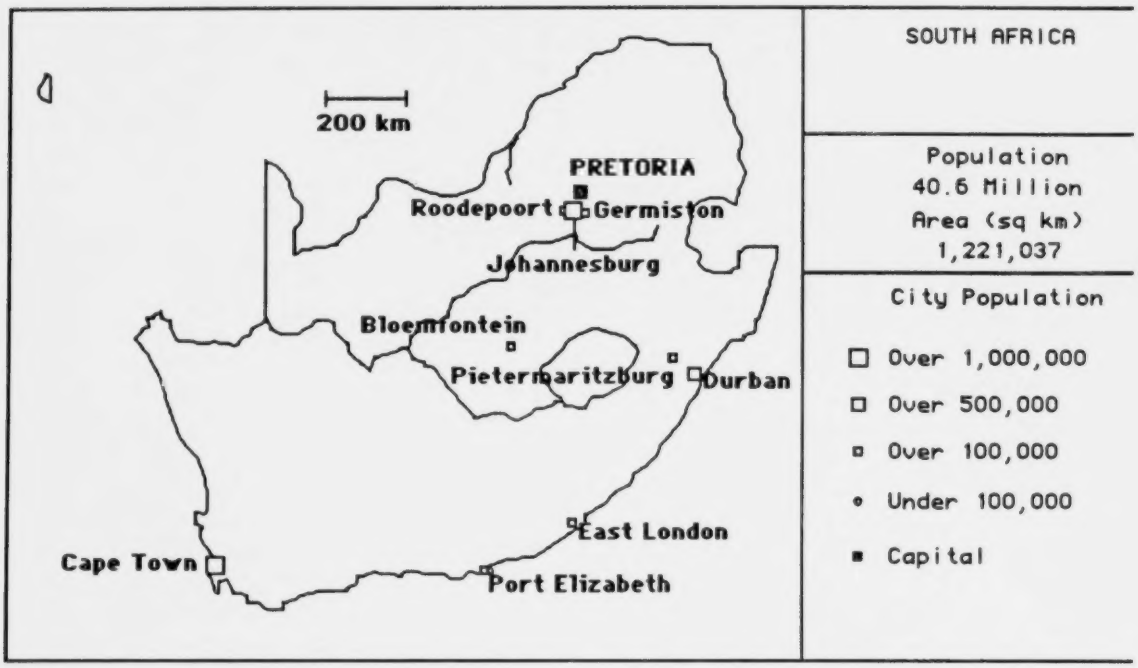

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Figure 1

CHAPTER II

LITERATURE REVIEW

The intent of this chapter is to review the perceptions of teachers needs as it is represented in the literature. The review is delimited to five major topics (i) background to the problem , (ii) the nature of needs, (iii) theoretical approaches to needs, (iv) needs and behavior in the working place, (v) teachers and stress.

Background to the problem

A short history of South African teachers in black education

The intention of this section is to provide some of the historical background leading up to the issues facing black teachers at present, as well as some of the issues that have faced them this century. Literature (e.g. Hartshorne, 1992; Nkomo, 1990; Ashley, 1985; Behr, 1978; Campbell, 1986; Christie & Collins, 1984; Kallaway, 1984) reveals that from the beginning the black teaching profession has been a profession under siege. Hartshorne (1992) in support of this view noted that:

> "this is not just a phenomenon of the 1980's when the walls began to crumble. Progressively over the years it has lost its status in the society, it is no longer seen as the attractive profession it was in the past, parents became more critical of the teacher and the system which employed him, and no longer, particularly in the urban areas, regarded him, after the priest or pastor, as the major counselor in the community . . . their classrooms have become a site of struggle, their everyday work more difficult and frustrating. The government has done little to help them resolve the dilemmas of their position. By openly trying to co-opt them and make them responsible for the effective implementation of government policy ,

> regulations and instructions, and when this failed hemming them in with restrictions and security measures, it has put them in a vulnerable and intolerable position (p. 291)".

It is difficult to understand the vacillating periods of acquiescence and resistance towards the State, the struggle to form professional organizations, and the road towards teacher unity, without some knowledge of the realities of the schools in which teachers practice their profession.

In a society such as that of South Africa where the social, economic, and political ecology is not conducive to education of quality and relevance, too much is perhaps expected of the teacher. As Harves, states that:

> "much education policy, much curriculum policy has failed precisely because it lacks the appreciation of the humanity of humans - either because it has undervalued education workers by giving them no independent responsibility and therefore by implication treating them as potential shirkers and embezzlers (which is the frequent condition they become), or because it appears to expect them to be a sort of amalgam of Robinson Crusoe and St. Francis of Assisi"(1979, p.9).

All in all, the society gets the teachers it deserves and is prepared to pay for. By looking at the education a nation gives its children, one is probably able to get the clearest expression of its ethos. Again the training it gives the teachers of these children is almost as certainly an index of the sincerity of its regard for the standards by which it professes to live.

The roots of teacher training in black education

According to Hartshorne(1992), the formal institutionalized training of teachers in South Africa first began in 1841, at Lovedale, an institution of the Glasgow Missionary Society set to train black teachers and evangelists. From the beginning, however, it had a much wider educational base than purely teacher training, nor were its admissions limited to black students. In setting up an institution at which teachers could be trained, the

Mission set out to inculcate the Christian religion, and to teach the practical lessons of cleanliness, industry and discipline. It was strongly influenced by what was or was claimed to be happening in Britain. This education bore all the marks of being designed to establish the proper place in society of those who received it. As Kallaway (1982) explains, teachers from the lower middle class who were trained to carry it out were to be used to control the schooling of the working classes. Teachers were expected to take an active part in church, work as pastors, evangelists, preachers and Sunday school teachers. Therefore this study in identifying teachers needs in black education, has to be seen "against the backdrop not only of the political economy of the country and State Politics, but also of the struggle of African teachers organizations to find unity among themselves, and later to relate to the multiplicity of teachers organizations that have grown up in South Africa because of racial divisions, tribal divisions, segregated education systems and differing political ideologies"(Mitchell, 1985).

The early days before Bantu education

By the time of Union in 1910, several small teachers' organizations had been set up: in the Ciskei, Orange Free State, Natal and the Transvaal. The Ciskei Groups joined forces to form the Cape Native Teachers' Association (1921) later to become the Cape African Teachers' Association (CATA). In the Transvaal the two organizations joined to form the Transvaal Native Teachers' Association (1919) later to become the Transvaal African Teachers' Association.

The first move towards a national teachers' organization took place in Bloemfontein in 1921, where the South African Native Teachers' Federation was set up under the presidency of D.D.T. Jabavu of Fort Hare (Hartshorne, 1992). This association was renamed the Federal Council of African Teachers' Associations (FCATA) which in 1062 became the African Teachers' Association of South Africa (ATASA). The FCATA

had little authority, since the provincial associations had the funds and understood local conditions and were in closer touch with the everyday needs and aspirations of teachers. At this stage the education systems were divided on a provincial basis, and it was difficult to negotiate with the authorities on a national basis.

In 1943, the financial position of teachers had become so desperate that with the support of the Federation, the "Blanket Campaign" was launched. Phago (1966) quoted in Hartshorne, that teachers began to wear Basotho - style blankets to work (a customary practice in Lesotho is to wear colorful blankets in public especially in the cold winter months) to signify that they were unable to buy themselves suits or dresses. The "Blanket Campaign", precluded demonstrations and a rally that was organized by teachers and political parties in May 1944, to campaign against teachers salaries. These demonstrations were very effective because the government responded immediately by appointing a commission of inquiry which recommended a uniform salary structure for the whole country including salary increases. The demonstration was one of the examples in South African history of teachers organizing in a trade union fashion, seeking to gain their objectives by mass action (Nkomo 1990).

Resistance to Bantu Education

Until the passing of the Bantu Education Act in 1953, there was very little unity of purpose among teachers' organizations. Hyslop (1988) notes that " it was the executive of the teachers' organization in the Transvaal, (TATA), that may have been the first group of African leaders to realize the importance of the Eiselen Commission, the concept of 'Bantu Education' and to begin to mobilize opposition against it "(p. 9).

The policy of separate development in so far as the Blacks were concerned, was further developed and brought to fruition by Dr. H. F. Verwoerd, in his capacity as Minister of the then Department of Native Affairs (1950 - 1958) and as Prime Minister

(1958 - 1960). He was convinced that the political rights of the blacks should be based on the traditional authority of their own ethnic groups, and not be linked to those of whites. He stated:

> " A Black pupil must obtain knowledge, skills and attitudes in the school which will be useful and advantageous to him and at the same time beneficial to his community.... The school must equip him to meet the demands which the economic life of South Africa will impose upon him...The Black teacher must be integrated as an active agent in the process of the development of the black community. He must learn not to feel above his community, which is a consequent desire to become integrated into the life of the White community..." (Kallaway, 1984).

Teachers were faced with a Minister who clearly was scornful in his attitudes towards them, a central State department far more powerful, doctrinaire, inflexible and ideologically based than any provincial department they had ever had to deal with. The language medium policy went against what teachers wanted, and conditions in the schools that were made in such a way that teachers had to fight for survival (Hartshorne, 1992). During the Verwoerd time it took the report of the Eiselen commission (1941 - 1951) and the subsequent effects of the Bantu Education Act of 1953 to begin to restore some sense of unity in the teaching profession. Political organizations, teachers and the community started campaigning and resisting Bantu education by having a series of strikes and boycotts.

The Eiselen Commission

In 1949, soon after the newly elected National Government under Dr. D. F. Malan took office, it set up a commission under the chairmanship of Dr. W. W. M. Eiselen. The commission was asked *inter alia* to formulate plans designed to provide "education for Natives as an independent race, in which their past and present, their racial inherent racial qualities, their distinctive characteristics and aptitude, and their needs under ever -

changing social conditions" (Government Printer, Pretoria, UG 53- 1951) were taken into consideration. The Commission brought out its report in 1951, and it proved to be one of the most important and controversial documents on education ever to be produced in South Africa.

The Eisellen Commission found that there were certain weaknesses in the prevailing system of education. In the main they were as follows:

(i) The educational program was not part of a socio-economic development plan.

(ii) There was no active participation of Blacks in its control.

(iii) Inspection and supervision of schools was inadequate.

(iv) The school life of the of the pupil was too short.

(v) The general orientation of the schooling was too academic.

(vi) Teachers were not sufficiently involved in the broader planning of general development schemes for the Black (Tunmer, 1975).

The Eisellen Commission was critical to the intense involvement of the various religious bodies in the day to day control of the schools. It recommended that the control of Bantu education should be removed from the provincial administrations and vested in a separate department under the Central Government. This department was to make provision for a measure of decentralization by establishing six regional divisions each with a staff of administrative and professional assistants. The appointment of Blacks to senior posts in the teaching service such as sub inspectors of schools, was recommended (Behr, 1984).

To utilize the limited available teaching staff and classroom accommodation, to best advantage so as to enable the maximum number of children to receive schooling, the school hours for pupils in elementary education (sub-A and sub B) were limited to three hours per day. In this way both the teacher and the classroom served two different groups of pupils every day. Unfortunately teachers were over-worked, and there were a large

number of students living and working in a very limited space. There was a lack of adequate instructional materials and teaching resources. Above all teachers felt that job security in teaching was becoming poor.

This led to a series of protest meetings, attended by teachers, students and parents in the Transvaal. In 1955 the African National Congress organized a mass campaign against Bantu Education. In the wake of the Sharpeville shootings of 1960, both educational and political protests adopted a generally low profile and since that time teachers were ill prepared for the events of the years 1976 -1980. Many teachers resigned during this period and some were jailed. Meanwhile the State intensified its efforts to capture the hearts and minds of the teachers by a dual strategy of co-option and repression.

But it was during this period that conditions of service such as pensions were also brought into line with those of white teachers. After consultation with the then Department of Bantu Education and the government of the national states, a twelve year structure of schooling was decided upon. The new structure introduced in Black schools by 1975 and fully implemented in 1976, followed more closely the system in operation in the other education departments in South Africa. However, the phases of schooling did not follow the 3-3-3-3 pattern (three years in elementary school, three years in higher primary school, three years in junior high school, and three years in secondary school) laid down for the white population group in terms of regulations promulgated under the National Education Policy Act, 1967 (Act 39 of 1967). In the case of blacks, it was 4-3-3-2 pattern (four years in elementary school, three years in higher primary, three years in junior high school, and two years in secondary school), though some senior secondary schools catered for standards 6 - 10, and in certain cases only for standard 8 - 10.

Teacher resistance in education (1940 - 1990's)

Since the 1940's, both politics and economics have had a significant impact on South Africa teachers' decisions to collaborate or resist. The dialectic resistance has been influenced by the economic, political, social changes in teachers' conditions of service and living standards. Although in the 1990's the political situation had a very high influence on the resistance of teachers towards education.

Thus in the 1940's, the preconditions for a radical teachers' movement emerged. Teachers had suffered economically, they had been pushed into mobilizing in an active and militant manner for the first time. By the beginning of the 1950's, the trends had changed the politics of the teaching profession. In both the Cape and the Transvaal, new radical leadership came into power in the African teachers' organizations. In the 1950 conference of the association, after the end of the discussions, the rural delegates resolved to break away. Their new organization, the Transvaal African Teachers' Union (TATU) had a strong base in the north and the west of the province. Meanwhile TATA retained the allegiance of the urban southern Transvaal, and it became an organization of politically aware urban teachers.

The 1960's and 1970's

In the 1960's a system was developed in which pressure was put on teachers to join the masses through the holdings of collections for TUATA's activities. At the same time TUATA leadership shrewdly set out to organize women teachers, and to address their problems. In 1963 TUATA membership stood at 5,806 or 73% of potential membership and by 1974 had grown over 15,000 (Nkomo 1990 p. 109).

Despite numbers, the organization was averse to any form of confrontation with the Bantu Education Department, and it showed itself quite unable to defend its members

against victimization (Nkomo 1990). The association was not uncritical of Bantu Education. Its criticism was however , diplomatically phrased, and centered on the lack of facilities, rather than the nature of the education provided. The main demand raised by TUATA was for a free and compulsory education system.

In 1972 the Black Consciousness student group, South African Student Organization (SASO) subjected the teaching profession to a stern critique for its lack of political militancy. For all their continuing criticism of aspects of education, teachers had become increasingly aware that their apolitical, professional approach had placed them in a position where they could not attack Bantu Education without undermining their own social status. Teachers' organizations responded in a distant and a cautious way to the upheavals of 1976. In 1977 the student movement provoked a considerable radicalization of teachers. This manifested itself in mass resignations in Soweto, and the formation of the Soweto Teachers Action Committee (STAC) as a campaigning, anti-Bantu education body (Rand Daily Mail, 15 March, 1973, quoted in Nkomo(1990).

It was not until 1980 that the real potential teachers' movement emerged with the formation of the National Education Union of South Africa (NEUSA). The organization was formed as a militant education organization which saw the struggle for educational change as part of the political struggle against apartheid. This organization emerged and grew dramatically as a focus for progressive teachers across the color spectrum.

Meanwhile the State attempted to accommodate these pressures and to reassert its initiatives through a combination of violence and reform. Shifting its emphasis from the Verwoerdian formulation of Apartheid education to a new version of segregated schooling in which a more technocratic and less overtly racial discourse prevailed. Contradictory, while recognizing the need for equality in education, segregated schooling remains the framework in which equal education is expected to be reached (Nkomo, 1990).

The 1990's

After President De Klerk's speech of February, 2, 1990, the moves towards political negotiation brought even greater uncertainties, fears and instabilities into the education system. The release of Nelson Mandela seemed to symbolize the return of a profession. It also symbolized the return of most political organizations that were operating underground. From 1953 onwards the political and civic rights of black teachers had been severely and increasingly limited so that ultimately any criticism of the education department, the government, any State department or provincial administration could be regarded as grounds for dismissal (Govt Gazette, vol. 1, 1962). Then in 1979, clause 22 (f) of the 1979 Act, brought a slight change to teachers' civic rights. This act permitted teachers to criticize the education department but not other departments of State, and as long as criticism was made at a meeting of a recognized teacher association. This was a prelude to the multitude of teachers' organizations in South Africa. Organizations such as Education for a Democratic South Africa (EDASA), Democratic Teachers' Union (DETU), Mamelodi Teachers' Union (MATU), National Education Union of South Africa, (NEUSA) and many others. Unfortunately teachers who belonged to the newer progressive unions found that they were not protected by the clause 22 (f) of 1979 Act, because their unions were not recognized.

When this study was conducted, the two most prominent organizations that were negotiating on behalf of teachers with the State, were the South African Democratic Teachers Union (SADTU) and the Transvaal United African Teachers Association (TUATA). Even though there were misunderstanding between the State, Inkatha Freedom Party (IFP), Pan African Congress (PAC), Afrikaner Weerbestandige Beweging (AWB), and the African National Congress (ANC), and many other organizations and parties, some political parties were helping in the negotiation for improving black

education, even though there was more and more blood being shed in townships and rural areas, especially within the Pretotia-Witwatersrand-Vereeniging, Cape and Natal. It affected the normal running of schools in the country. The question now is where South African Black education is at present? Where do we want it to go and how do we get there?

This uncertainty places an even greater responsibility upon any new government that comes into being in the mid - 1990's. The implication for the government is that it will have to make a conscious choice. Whether it want teachers to conform to prescribed patterns of thought and action or to follow a new orthodoxy in place of that imposed upon them at present? Will it aim at liberating teachers, so that they can be freed from the conditions of the past, and be allowed to function as free people in a truly democratic society? The most important issue to be addressed, is whether the teaching profession will be allowed and able to combine a broad commitment to a non-racial, unitary, and democratically founded education in a post-apartheid society. Can it have a positive, professional, non aligned (i.e. no party should dominate the policies and governing of schools) school system. This can be achieved if the organized teaching profession, through the development of teacher leadership, negotiates this position with the State and with the communities it serves. The difficulties of the teaching profession in occupying highly contested ground in education should not be underestimated. Without the active involvement of the profession in the transition to post-apartheid education, the relevance, quality and feasibility of such education will be at serious risk.

Review of related literature on needs

A number of comprehensive and extensive general reviews, as well as syntheses of research on specific aspects of teachers needs have been published in the last decade

(Hartshorne, 1992; Quaglia et al, (1993); Herzberg, 1972; Little, 1988; Moore, 1987; Frataccia & Hennington, 1982; Sergiovanni, 1973). A review of all the conceptual and theoretical writing on the subject is not feasible for thethis study. Rather a selective review of earlier works considered to be the basis for more recent work, and the works of more prominent authors of the past decade are included in this study.

Definition of needs

"Need is an hypothesized internal state that is believed to be caused by either physiological or psychological events, and one that activates the organism to seek gratification, in the first instance in the biological domain, and in the second, in relationships between the self and others. Initially the concept of need and drive dealt with the effects of organic instabilities, especially insufficiencies, and thus sometimes these words are used synonymously" (Popplestone & McPherson, 1988).

Psychologists interested in personality perceived that complex human motivations could not be understood by attending merely to biological phenomena, and they turned attention to needs that are generated and satisfied by psychological rather than physiological variables. The word "need" came to be applied frequently, and different theories were developed based on psychological needs.

Theoretical approaches to needs

A number of theorists have attempted to explain the nature of motivation in terms of the types of needs that people experience. The basic idea of such theories is that people have certain fundamental needs and that people are motivated to engage in behavior that will lead to the satisfaction of these needs. The implication for educational administrators and education planners, is that situations must be created at work that will result in the satisfaction of teachers' most important needs when teachers are performing

effectively. This study will briefly discuss some of the influential need theories and their implications for diagnosing teachers' needs in Black education.

Although the classical view of motivation has been implemented well in schools in countries such as America, Australia, Britain and Canada, it has not been well implemented in South Africa's black schools. There is a misfit between the reputation that a teacher has for excellence in teaching and his or her salary, tenure and promotion in South Africa's public schools.

In virtually all work or school settings, there are some teachers whose performance is excellent, some that is average, and some of which management is not too proud. Just as individual teachers are likely to differ in terms of their knowledge, skills and abilities, they are also likely to vary in their psychological and physiological needs. Therefore, it is necessary that administrators and education managers realize that poor performance is not always caused by lack of ability or competence on the part of the teacher. It can also be caused by the dissatisfaction of teachers in the work place. This is revealed in literature (Hartshorne, 1992; Kallaway 1984; Nkomo, 1990) based on South African teachers in black education, and the way in which teachers try to express their needs to the State and the Department of Education and Training by engaging in strikes.

To this day, no theoretical model or explanation is universally accepted as being fully explanatory, but there are several major concepts of motivation that have been fruitful sources of insight for practicing administrators and managers seeking ways to make organizations effective. For this study, need theories such as, Maslow's need hierarchy, and Herzberg's two factor theory, are included.

Maslow's theory of needs

Maslow (1970) suggested that the driving force that causes people to join an organization, stay in it, and work towards its goal, is actually a hierarchy of needs. When

the lowest order of hierarchy is satisfied, a higher order need appears. Since it has the greater potency at the time, this higher order need causes the individual to attempt to satisfy it. The lowest order of human needs according to Maslow consists of the basic physiological necessities such as water, food, and shelter. Thus in the modern society, the basic needs cause teachers to be enmeshed in organizational life. At the simplest level of human need, people (e.g. teachers) are motivated to join organizations, remain in them, and contribute to their objectives. Once the basic physiological needs are satisfied, a new level of need automatically appears, the need for safety or security. Security can be interpreted in terms of "job security" which is so important to many civil service employees and school teachers. To them the assurance of life tenure and a guaranteed pension may be strong motivating factors in their participation in employing organizations.

Moving up the hierarchy of needs, once the basic needs are assured, the employee with a reasonably well paying and secure job, will begin to feel that belonging and approval are important needs in his or her organizational behavior. Having satisfied the needs to belong and to be accepted, the teacher according to Maslow has needs to be recognized, to be respected, and to have a status and prestige. These needs play a major role in building one's sense of satisfaction and self confidence. The self actualizing level is the highest in the hierarchy. This level includes what one is capable of becoming. The self actualized person according to Maslow is strongly inner directed, seeks self growth, and is highly motivated by loyalty to cherished values ethics and beliefs.

It should be borne in mind that Maslow's theory of needs is a general theory. It was not developed in an effort to explain the motivation of people at work. However, it has been eagerly seized upon by practicing managers and teachers of management and administration.

Herzberg's two factor theory of motivation

Herzberg's two factor theory of motivation posits that motivation is not a single dimension describable as a hierarchy of needs but that it is composed of two separate, independent factors. The first is the motivational factors which can lead to job satisfaction, and then maintenance factors that must be sufficiently present in order for motivational factors to come into play. The absence of maintenance factors can block motivation and lead to job dissatisfaction. Hertzberg (1954) found, on the basis of his research, that there is a set of factors or working conditions that, if present in the work situation, motivate people to improve their performance, thus resulting in job satisfaction. These factors are closely related to the nature and content of the work done. Hertzberg refers to these factors as motivators, and include: achievement, for example successful execution of tasks, or recognition of what has been achieved, and the job itself, the extend to which it is interesting, meaningful and challenging. According to Hertzberg a job will tend to result in high intrinsic motivation if it includes these factors. If these factors are not present, however the result is not necessarily dissatisfaction.

Hertzberg states that dissatisfaction is caused by the absence of another set of factors which he terms the hygiene factors, or maintenance factors. These are related to the job and are often known as job context factors. These include, organizational policy and administration, supervision, salary, status, working conditions, work security, and interpersonal relations with colleagues, superiors and colleagues. Hertzberg maintains that if employees regard hygiene factors as insufficient, they will be unhappy and dissatisfied (Owens, 1991)

The theory suggests that it is not possible to motivate people at work through maintenance factors. Reducing class size, developing a more amiable atmosphere; and improving the fringe benefits may well do two things: (1) reduce or eliminate the dissatisfaction of teachers and (2) create conditions wherein they may be motivated. But

these kinds of efforts are not motivating. It does not follow however that the maintenance factors are unimportant: minimum levels must be maintained if we are to avoid so much dissatisfaction that motivators will not have their expected effect. For example, failure to keep the salary schedule at a level that teachers think it is reasonable or threats to job security can generate such dissatisfaction that teachers cannot respond to opportunities for professional growth, achievement or recognition. Although maintenance factors are not in themselves motivating (or do not lead to job satisfaction) they are not prerequisite to motivation.

Discussion

Hertzberg's theory as compared to Maslow's theory of needs, is applicable to South Africa's schools as an organization, and can help in developing an affirmative action for teachers in Black educationMaslow's theory in South African context, is perhaps best seen as a metaphor. If applied to the past and prevailing situation of Black teachers' in South Africa, there is little support for Maslow's argument that needs are structured into a hierarchy. It seems evident that in South Africa's history and its contemporary realities, few teachers have time for his motivational theory of the gratification of basic needs. It appears quite feasible that an individual might orient his or her behavior toward the satisfaction of more than a single set of needs simultaneously. The opportunity to rise to the growth oriented cognition as Maslow describes it above is not as easy as it appears in theory. It is exremely difficult in the system of apartheid.

Needs and behavior in the teachers working place

International research shows very clearly that the quality of the teacher is of much more significance in less developed countries than in those of developed countries. For

example World Bank reviews of literature and of educational projects in Latin America and Africa indicate this in unambiguous terms.

> "Quality matters more the poorer the setting, the greater the effect of school and teacher quality on achievement " (Salmon 1986, p. 9).

Researchers such as Romanish (1993), Hartshorne (1992), Prawat (1991), Nkomo (1990), Sergiovanni (1987), Kerr (1987), Ashley (1985), and Freire (1985), Vygotsky (1978), King (1970), Wilson (1962), emphasized that the key to any educational problem is the teacher; his or her academic background and professional training, the conditions under which s/he works, the salary s/he is paid, the status and acceptance s/he has in the society his or her competence, confidence and commitment in the tasks of education, and understanding of students and learning. Above all the teachers authentic as compared to hierarchical authority and autonomy s/he enjoys in his or her professional life. All of these characteristics play a major role in developing an effective education system. Therefore an awareness of the needs and drives of teachers may, in fact, be essential to sound leadership. As Campbell and Gregg (1957) assert:

> "Administration is responsible for achieving, the goals of the organization and for satisfying the needs of its members. Needs of members include a reasonable sense of security, a feeling of belongingness and an opportunity to participate in organizational processes. The members also need to have their contributions and achievement recognized by others, particularly by their leaders (p.309) ".

Amongst teachers, there may be some who aspire to higher administrative positions and who may have certain need structures, personality structures and cognitive orientations which manifest themselves in a drive toward achievement, dominance, and aggression. Sometimes they may be submissive and deferential to those in authority. If this is so, then a knowledge of the need structures may enable administrators to place these individuals with their individual needs in situations where they can be of maximum effectiveness through having their own needs gratified in the course of their growth as teachers in their place of employment.

It is probably unrealistic to assume that teachers in black education, are motivated by any particular need inducement that is applicable only to teachers in black education. The intragroup differences in teachers are too great to expect that. There are personal differences such as career goals, family and financial obligations. Some teachers work in well equipped schools with library(ies), laboratories, resource rooms and physical education facilities. Meanwhile some teachers are from schools that do not have such facilities and are not even secured.study conducted by Sergiovanni & Thomas (1973), sought to find out "at what level teachers are with respect to the hierarchy of prepotent needs. Sergiovanni et al, state that we need to know teachers' level of prepotency, for the simple reason that we cannot motivate insecure teachers by offering them greater autonomy, or motivate teachers seeking autonomy by offering them security. To shed light on what he calls the "operating need levels" of teachers, Sergiovanni and his colleagues conducted two studies: one of the teachers in Illinois high schools, and the other on teachers and administrators in an upstate New York suburban district.

The data gathered were used to demonstrate one way to study systematically important situational contingencies in the motivation of people in educational organizations. The results, provide some useful insights. They suggest that the teachers as a group, had satisfied lower order needs, and were generally ready to respond to higher order needs. They felt reasonably secure and reasonably affiliated with their colleagues, and therefore more of these kinds of inducement were unlikely to be motivating. The researchers reported some differences related to age, age being an indicator of where individuals were in the development of their career. It was found that young teachers (ages 20 - 24) seemed to be most concerned with esteem. Middle aged teachers (age 25 - 34), showed the most unmet motivational needs across the board. One could speculate that this is a period in a teachers career when s/he hits dead end. For most teachers there will be little for professional growth, advancement, and significant achievement in the

years ahead. The data seemed to indicate that older teachers "are not getting more in terms of need fulfillment as the years go by, but rather are expecting less. Levels of aspiration seem to drop considerably with age, teachers become more realistic or resigned to things as they are (Sergiovanni, p. 56 - 63).

An important motivational need, is for teachers to achieve feelings of professional self - worth, competence, and respect, to be seen as people who are influential in their workplaces. But in an era in which black education has been pervaded by a sense of adversarial relationships between teachers and management, there appears to be little support from the organizational hierarchy of many schools to meet these needs. The community and schools still expect teachers to undertake their role(s) with little consideration to the variation between teachers at a social, personal and professional level.

Teachers' role

Several studies have been conducted on the role of the teacher, and a few examples of the results that were have been found are given in order to illustrate the nature of the findings. The results indicated that: (a) each teacher has a specific function as well as ones common to all teachers. (b) as there is a role for teachers in the classroom so there is a role in them in the school as a whole, the local community and the wider society. Each role has to be considered, (c) there are areas where a teachers' duties and responsibilities are clearly defined, and others where lines of demarcation are hazy, such as supervision of students after school hours. This is one of the duties that is still emphasized in South African schools but cannot always be maintained because of the prevailing violence, (d) within a teacher's role, where doubts could legitimately exist as to what teachers ought and ought not to be doing, different groups of people may hold varying and possibly

conflicting views on teacher role. Perceived role conflicts may have adverse effects on the teachers role performance. They create doubts and insecurities in the teaching profession.

The role of the teacher in the socialization of the child

In speaking about teachers it is usual to distinguish between their role in the community at large and their role within the school. A teacher's role can be that of an expert, sometimes it can be role-conflicting or diffuse.

Datta (1984) distinguishes between the emancipation aspect of the child, and the teachers function in helping the child towards a reduction in his/her primary emotional attachment to the family. Datta contends that, should aim at helpingthe child to internalize social values and norms beyond those that the family can be expected to teach. Apart from the socialization, the satisfactory allocation of its future manpower resources is, from society's point of view, of significance. The teacher, in successively of differentiating pupils according to talent, capacity, temperament and interest ,provides the framework for such a process.

Teacher role conflict and diffuseness

Datta, (1984); Bradley, (1989); Maeroff, (1988); Prawat, (1991); Sergiovanni, (1987); indicate that another characteristic of the teachers' role is its diffuseness. Datta (1984) asserts that a diffuse role as compared to a specific role, is distinguished by the absence of set tasks which are to be performed within a set time by the manipulation of defined expertise, formal limitation to the competence of the role performer, and a delimitation of commitment. Further the teacher may not know at what point the enactment of his/her part should come to an end. The lack of specificity coupled with the diversity of role obligations may often exert opposing pressures on the teacher. These

situations Datta (1984) calls 'role conflicts'. Teachers' role conflicts may result from the vulnerability of educational institutions to outside pressures.

Literature (Hartshorne, 1987; Dube, 1985; Kallaway, 1984; Ashley, 1985) shows that compared to other professions, South African teachers in black education have very limited control of the institutions in which they operate. Outside pressure brought to bear upon classroom content and procedures, often goes against the teacher's best professional judgment. This conflict can also arise from the divergence of role - commitment and career orientation. Like everyone else in contemporary society, a teacher is subject to pressures to improve his/her career. The exigencies of the latter demand a considerable horizontal and vertical mobility. Teachers often find themselves subject to the conflicting pressure of two opposing needs.

The way in which the teacher's role is enacted in different situations depends on a number of factors including the role player's age, sex, marital status, socio-economic background, personality structure, and experience. Also the institution in which the teacher finds him/herself has some influence on role behavior. These factors are likely to control the extent to which conflict is generated or avoided when an individual teacher plays adopts a role.

Teachers' lives and profession

Buscaglia (1982) states that typically prospective teachers in education classes are made to believe that the successful teacher is considerate, reliable, cooperative, emotionally stable, expressive, intelligent, mature and has scholastic proficiency. Teachers are expected to evidence these qualities without fail, every minute of every day.

What society and education administrators should realize is as Rolheister (1979) states:

> "There is in all of us, at the very center of our lives, a tension, an aching, a burning in the heart that is insatiable non quietable and very deep . . . it is a longing without a clear name or focus, an aching that cannot be clearly pinpointed or prescribed ... we only know that we are restless full of disquiet, aching at a level that we cannot seem to get at " p. 9).

The 'restless heart' is what Rolheister, the British educator, calls this deeper feeling. In a later work (1990) Rolheister describes how Merleau Ponty, the French existential psychologist, "... based an entire philosophy on the dictum: Ambiguity is the fundamental fact within experience" (p. 279). As human beings, teachers grow, and as they grow they experience life and the taste of its ambiguity pain and paradox as well as its joy. However this presents us with a plethora of questions. How do teachers grow, in what way(s) can they grow, what kinds of growth are there for them? Is teachers' *"growth"* affected by the satisfaction of needs in the work place? How can we tell the difference between growth and regression in South African black teachers.

It seems an innate part of what it means to be human to experience this sense of restlessness, this tendency towards growth, this yearning to somehow become more than we are. Boyd (1989) and Measor (1985) examined teachers lives from the perspective of "critical incidents". They found that they create a realistic overlapping between the personal and the professional aspects of teachers' lives. Measor (1985) argues that certain types of needs, doubts and insecurities occur at given times in a persons' life, and they can cause great stress. Measor divides these critical incidents into three types: a) Extrinsic: historical events such as war, political decisions, school closure. The teacher has no control over these events and often feels swept by them. b) Intrinsic: these are the personal choices and decisions that one makes with regard to one's career, like mid-career moves and pre-retirement. c) Personal: these would be life events such as serious illness, or any event in the personal life of the teacher that may cause great stress (Measor, p. 61). Levinson (1978, p.54) and Sheehy (1974, p. 20) refer to these as "marker events".

What Measor and Boyd discovered in their study, is applicable to South African teachers employed in the Department of Education and Training. Teachers have no right to political affiliation and expression. They have no right to strike, picket, no right to appoint individual judges nor the right to issue and distribute information via the media. Gender is usually a determinater of rank. There is no gender parity at any level in respect to salary and benefits. Marriage is considered a bar to the appointment of women teachers, and it also affects remuneration and other conditions of work [(Education and Training Act, 1979 (Act of 1979)].

Teachers do not have a right to intervene or criticize education at any level including: Curriculum development and planning, professional development, education policy and planning language policy and in the planning, education and assessment of teachers, education and assessment of students, teaching methods, teacher training, and in- service training. Teachers do not enjoy academic freedom in the discharge of their professional duties. An example is the choice of text books, the use of teaching materials, teaching methods, and the development of curricular and evaluation.

What teachers say they want for enhanced professionalism

Teacher Empowerment

For any group of practitioners one issue of crucial importance affecting the status that they are likely to be accorded by the rest of the community is the degree and the type of freedom they possess in the discharge of their professional duties. The freer they are from interference, inspection or restriction, the higher the status they will tend to be given. In regard to of professional freedom, it is quite different for the teacher in black education Romanish (1993) indicates:

> " Most of the initiatives to restructure schools emanate from state legislatures, which in turn draw much of the federal government to impose its own national

> standards and educational conditions. By the time politicians or bureaucrats have spoken, there is precious little remaining for teachers to speak about".

The desire for greater voice by teachers in educational matters has emerged from their need to be emancipated from a bureaucratically-prescriptive system in which they function. The prospect of teachers having a significant say in their professional affairs is terrifying to those who have traditionally wielded educational control. Galbraith (1977) noted that throughout history, those holding power have demonstrated a willingness to risk losing all of it, rather than share just a bit of it. Until people in power liberate themselves from their thoughts, and try to look at things from the teachers' perspective, there will still be manipulation of the teaching profession in South Africa. Much as there is little evidence to demonstrate that teachers are becoming emancipated under current reform initiatives, and where some change has been proposed, the record is spotty at best. Thus Frederick Douglas instructed us that without struggle, progress is not possible.

Although S.A. shows some interest in the public pronouncement accompanying school reform, the measures are seen very differently by teachers who experience them. Teachers are at the bottom of the educational hierarchy and reforms do little to change that condition. Thomas (1992) supports the fact that teachers receive a great amount of blame for educational failure while other groups escape accountability. External standards of various kinds have been established, not only to provide incentives for students to achieve but to guarantee that teachers are held accountable to precise public objectives. Teachers often perceive such standards as reducing their already marginal educational authority and diminishing the quality of their work life.

> "The Sunday Times"(12, Jan, 1992) expressed that: "It is not apartheid alone that failed half South Africa's Black matrics this year, or lack of money, or segregated educational institutions. They were failed by the conspicuous lack of courage on the part of all too many parents, politicians and teachers, to deal with real problem a breakdown in discipline among pupils and in morale among staff... complaining

> and bureaucratic reshuffling in the world will not put it right. Only the community can".

Therefore, any movement toward genuine school restructuring, must be preceded by a clear declaration of what an empowered stance for teachers will mean.

Maeroff (1988), Progrebin (1980), and Prawatt (1991) came up with the same conclusions in relation to teacher empowerment. A more thoughtful analysis of teacher empowerment was presented by Prawat. Prawat (1991) distinguished between the epistemological and political aspects of empowerment. These aspects are situated in what he terms conversations with self or with settings. The first can be described as conversations which enable teachers to acquire the critical capacities required for judging the worthiness of the proposals advanced by experts. The second relates to the features and dynamics of school settings in which power and authority are viewed as obstacles to personal development. This analysis will help in opening the door for commitment from teachers commensurate with their epistemological as well as political needs.

Sergiovanni (1992), Prawatt (1991), Maeroff (1988), McDonald (1988), Rosenholtz (1984), Lieberman & Miller (1984), all supported the idea that it seems reasonable to conclude that most teachers seek to be effective in the practice of their craft as they understand it. In their observations and research they discovered that teachers recognize that the plethora of educational decisions which affect their capacity to be effective are not made or even influenced by teachers. Most of the time the reforms discussed have not been proposed by teachers or teacher spokespersons. Romanish, 1993 stated that:

> "Rather teachers have confronted the Hobsons choice of either participating in reform initiatives peddled by legislatures or school districts, albeit undesirable in that their primary consideration almost always relate to increased accountability, or stand by while the local train of reform leaves its decision making station with no teachers aboard at all" (p. 4).

If teachers are to become central shapers of educational undertakings, the arena for their input has to be expanded. It should be noted that their voice in educational affairs is one that cannot be given and taken away by the vicissitudes of changing administrators. To be authentic, their power must be assured, not allowed. It is important to understand that teachers have a rightful place at the decision making table. The right to directly participate in important decisions should be a guaranteed right in the same way that voting is a right for all S.A. citizens. It should be secured in the constitution. Teachers should have the same level of assurance written into their contracts as other legislatively formulated guarantees.

Related research findings

Rosenholtz (1984) work indicated that teachers in learning enriched schools were characterized by task autonomy, certainty about helping students, and personal opportunities to grow. Teachers in these schools engaged in greater collaboration both with other teachers and administrators. Darling - Hammond (1984) stated that in order to build professionalism, teachers must be involved in (1) the selection of new teachers; (2) providing assistance to new teachers; (3) the generation of performance evaluation that is tied to professional improvement plane; (4) frequent school site reviews; and (5) building - based decision making. In order to begin these structures, the state, superintendents, principals, and teachers' associations must forge new agreements and provide the necessary funding to support the kinds of activities that would foster greater professionalism for all teachers.

Kerr (1987) in "Authority and Responsibility in Public Schooling" states that reform requires that we clearly understand who has responsibility for our schools. Both the public and the profession have a responsibility. Teachers have three areas of responsibility when exercising their authority: epistemic, moral and political, all of which

take into account the complexity of teaching. Teachers have a responsibility for ensuring high standards and expertise within the profession. The public at large has responsibility for supporting public education.

Authors such as Liebermann (1988), Mclaughlin (1986), Wallin, Pfeifer, Swanson-Owens and Yee (1986), investigated the structural problems in the United States educational system that make it impossible for teachers to meet their own goals. They indicated that "teachers daily face problems of class size, varying ability levels, lack of resources, problems with the administration, isolation, poor initiation into the profession, and lack of recognition. "These conditions provide few opportunities for success and spawn apathy or an exodus from the profession" (Liebermann, 1988).

Lieberman and Miller (1984) explain the complexity of teaching by first describing the social realities of the classroom: a description of the dailiness of teaching constraints under which teachers work. Teachers spent five or six hours with students, with little opportunity to work with other adults. There is a need to be practical in the face of constant decision making, and uncertainty about effectiveness. They describe conditions that are specific to elementary and secondary schools. The conditions being quite different at each level. They identified six components for change that blend with teacher descriptions of change in schools.

Yee (1986), Little & Long (1985), Hargreaves (1984), Schlechty (1984), Cohen (1981), Lortie (1975), have all conducted research on the sociological aspects of teaching. For example, Lortie (1975) in his sociological study of the teaching profession in the United States looked at recruitment policies, current working conditions, the influence of administration, the effect of isolation, and the rewards of teaching. While describing the endemic uncertainties of teaching, the author discussed why it is so difficult to reach the goals we have established for public schools. Lortie illustrated how teachers feel about their work and points out that when asked about change, teachers include minor rather

than major changes. Rosenholtz (1984) summarizes the findings of a major study of the teachers' workplace and how their reality is shaped within. Critical questions were asked in this study: To what extend do teachers' potential for growth and development depend on prevailing structures, norms and patterns of interaction? (2) What formal and informal mechanisms shape teachers' beliefs about the definition of what is good teaching? Four social organizational variables influenced teachers perceived opportunities to learn: goal setting activities, teacher evaluation, shared goals, and teacher collaboration.

Job satisfaction

Literature shows that most researchers, like Herr (1986), Neff (1985), Brown & Brooks(1985), Naisbitt (1984), seems to have little doubt that the work we perform in our jobs influences our economic, psychological and sociological functioning. Herr (1986) suggests that the nature of our occupation is a primary determiner of our lifestyle. Whether or not " work responds to something profound and basic in human nature" (Report of Special Task Force, 1973, p.1) as was suggested two decades ago, is open to question. Research supports a long standing trend of relatively high worker satisfaction. For example in a Bureau of the Census (1981) survey conducted in America, workers were asked, "How satisfied are you with your job or your work?". At least 80% of all groups surveyed in 1987 indicated that they were fairly or somewhat satisfied with their jobs.

Romanish (1993) states that in anti-democratic settings, their critical skills cannot develop, and their education soon becomes one better suited for citizenship in places where words such as freedom and democracy are empty phrases. If schools are not restructured along democratic lines, it is impossible to speak of teacher empowerment. It is not that teachers are to be entrusted because they posses a higher moral stance . As Pauly (1991) observed" in the end we must rely on people in classrooms to carry out the

work of education - not because they will always do it perfectly, but because they are the ones who can do it at all" (p.36).

A recent analysis of the effect of personal characteristics on worker satisfaction was conducted by the NEA Research Division (1979) as part of the validation and standardization process for a questionnaire developed in the area of job satisfaction. Teachers satisfaction with economic status tended to improve with age. The older teachers tended to have a more favorable attitude toward school boards, their work load, supplies and pupils. Women were more satisfied in their teaching position than were men: In fact, married women were the most satisfied, and men as a group were the least satisfied, except in work load and working conditions. Single women were the least happy in their job and work load.

In general, the elementary school teachers were the most satisfied with relationships, and senior high school teachers the least satisfied. Factors such as age, sex, and teaching level, all had an important influence on how the teacher viewed his/her job.

Attrition and teacher dissatisfaction

Some investigations have indicated that the professional satisfaction of teachers is not only determined by emoluments. Conditions other than material rewards are important: large classes, a rigid curriculum, insufficient equipment, pupils' lack of ability or inadequate motivation, school policies and salaries. Salary differentials are not however, the only source of dissatisfaction of school teachers. Other opportunities such as those for housing, pension rights, car loans, and opportunities for promotion for teachers are not as attractive as those in the civil service. Dissatisfaction with service conditions has resulted in a high turnover among teachers. The turnover includes temporary leaves of absence of those going on study leave or training, transfer between schools, and attrition, leaving teaching and not pursuing the career through to retirement

age. The media in South Africa report that the attrition rate among teachers was about 20 percent. Understandably, the situation is a matter of concern to South Africa's educators.

Teachers and Stress

Teaching has become such a stressful profession that many educators are experiencing physical and or emotional health problems. A teachers' union in the midwest reported that over half of the teachers recently surveyed felt they had suffered physical and or mental illness as a result of their teaching jobs. Stress itself is neither inherently good or bad, it depends upon the consequences of an individual's reactions to it. The average person is capable of dealing with an occasional crisis. Stress then is defined by a person's affective reactions to a specific situation. An occurrence or event which may be stress-producing for one person, may appear to another as a challenge or may even go unnoticed as a normally occurring situation. According to Kyriacou and Sutliffe, teacher stress is:

> . . . a response syndrome of negative affects (such as anger or depression) usually accompanied by potentially pathogenic physiological changes (such as increased heart rate) resulting from aspects of the teacher's job and mediated by the perception that the demands made upon the teacher constitute a threat to his self esteem and well being and by coping mechanisms activated to reduce the perceived threat (p.35).

For the purpose of this study, teacher stress is operationally defined as the occurrence of perceived negative situations that result in adverse teacher responses or behaviors.

In today's rapid changing society, stress and change are a normal part of living. Teachers are not immune to either one. In fact change is said to be a major source of stress for them, as they face the need to cope with such concerns such as politics, assaults from pupils, the rules and regulations of different departments, alternative family life

styles, inflation, to name but a few. In order to cope effectively with stress, the first step is to identify the factors that produce it. These factors according to Sparks, (1979) can be divided into three categories, environmental, interpersonal, and intrapersonal.

Hodge and Marker (1978) define environmental stressors as inanimate impactors in the in the physical surroundings of educator". Furthermore, because the stressors seem to be inherent within the schools, there is very little that teachers can do to have any direct control over them. Environmental factors can be poor classroom working conditions, lack of adequate instructional materials, lack of proper facilities within the school, lack of job security, etc. Hodge and Marker (1978) define interpersonal stressors as those situations that involve interactions with one or more individuals in the school setting. It could involve teacher relationships with other colleagues, administrators, clerical staff, and students, or responding to students' personal and academic problems, discipline and classroom control. According to Hodge and Marker (1978) intrapersonal stressors relate to the teacher's education, classroom skills, self concept, and motivation. These affect each teacher individually and result from self - evaluation and feelings of personal adequacy.

Dunham (1976) suggests that the ways in which teachers respond to stress situations depend on the resources they have available to meet the demands. These include professional skills, experience, knowledge and personality characteristics and resources available in the school, the home and the community. If attempts are unsuccessful, frustration will probably develop. As a result of this study, Dunham (1976, p.21) concludes that " more knowledge is required of the stress situations which teachers experience in schools"

Summary

This chapter has provided a short history of South Africa's teachers in black education. A review was presented of the literature related to the concepts of the study, including the nature of needs, and theoretical approaches to needs like Maslow's hierarchy of needs. Furthermore a review of research based on teacher's role within the school and in the community was explored, and the diffuseness and conflict of the teachers role in general were discussed. The research shows that the proportion of dissatisfied teachers tended to increase progressively as years of experience, and teacher qualification increased. Finally the nature of stress was discussed in relation to teachers and stress they experience in their place of work.

Chapter III

RESEARCH METHOD

The research method used for this study is reported in this chapter. The contents have been organized into five sections: (a) design of the study, (b) instrumentation and description of a pilot study, (c) sources of data, (d) description of the population and sampling procedures, (e) and data analysis procedures.

Design of the study

A survey method was used in this study. The survey involved a questionnaire for data collection, since with a questionnaire respondents usually feel freer to express views of which others may disapprove, or which may cause them trouble. The questionnaire was used to explore and evaluate numerous aspects of the school system, such as conditions of school buildings, administrative procedures, financial support (for black education), teaching staff (qualifications) and curriculum implementation. This survey was conducted so that administrators will be able to identify and predict the educational needs that are affecting teachers in their schools. It is hoped that teachers' needs will be more fully addressed in future years.

A major part of the study was the development of the questionnaire, entitled " A Psycho-Social Profile of Teachers' Needs in South Africa Questionnaire", a copy of which is contained in Appendix B.

Instrumentation and description of a pilot study

At the beginning of the study it was difficult to find a comprehensive questionnaire adaptable to the educational situation in South Africa. The questionnaire used in this study was based on the review of literature pertaining to the education system in South Africa and teachers' needs in the school, from an organizational perspective. A number of scales that have been validated in other studies (Lyons, 1971; Zaleznik et al., 1977; Schuler et al., 1977; Friedman & Rosenman, 1974) were used in structuring the questionnaire.

Questionnaire design

A survey of "A Psycho-Social Profile of Teachers' Needs in South Africa"

Part A of the questionnaire requested information on the personal and professional background of respondents and consisted of either circling the number of the most appropriate response or by writing in the space provided. This personal, professional and structural background data was used to compile a demographic profile of teachers in the black education system, and to identify differences between respondents. Items included Personal variables: sex, age, etc.; Professional variables: years of education for salary purposes, years in present school, years of teaching, etc.; and Structural variables: major teaching assignment, present position, number of teachers in school, size of school, etc. see Appendix B).

Part B, was designed to help identify discrepancies in the education system as observed by participants. As Johnson (1984) pointed out, when examining discrepancies, two Likert type scales . . . one measuring the extent to which a situation actually exists and another measuring the extent to which the situation is preferred to exist, is superior to

single column Likert - type questions. Part B requested respondents to indicate how often a particular situation occurred for them and also how stressful it was. The questionnaire listed a number to items selected on the basis of problems that had been identified in the literature, and those perceived as common needs for teachers employed in the Department of Education and Training. Respondents were asked to answer two questions with regard to each work situation item: "How often does the situation occur in your work?" and "How stressful is the situation for you?" A five point scale which ranged from Never to Almost constantly was used to rate the frequency of occurrence of the work situation item. To determine how stressful the item was, a five point scale ranging from No Stress to Very much Stress was used (see Appendix B).

Part C was general and open-ended. Respondents were asked if they were going to continue in the profession, and to give their reasons if they were planning to leave the profession. Finally, respondents were asked if there were any major needs in their work that they had not been unable to identify in the questionnaire.

Strategies for data collection

The questionnaire was designed and pilot-tested in South Africa by the researcher. Prior to the study, the questionnaire was submitted to a jury of experts (Research committee- Department of Education and Training, three educational psychology professors, and teacher administrators) for evaluation to help with information relevant in the final revision of the instruments. This was followed by field testing of the test items in South Africa, to check on the accuracy and "understandability" of the items, and to establish the feasibility of the data coding system. Pilot testing of the instruments before they were finalized and used, provided feedback to identify necessary improvement, clarification and modification of individual or whole sections of items.

A survey of teachers' needs and their performance in education was undertaken by administering questionnaires to a selected sample of teachers in the Transvaal. The main purpose of this survey was to identify the main needs that teachers have to satisfy and to verify whether these needs have an effect on teachers' performance in education. The research was conducted between May 1993 and August 1993, in South African black schools, in the Transvaal.

Reliability and validity

The questionnaire was appraised by teachers and principals, who participated in the pilot study, a jury of experts, and the researcher to ensure that the items and instructions for completion were clear and unambiguous. This helped in establishing the feasibility of the intended data coding systems. The reliability of this instrument, was determined by using the 'split half' method outlined by Ary et al., (1990). Two scores were obtained for each individual by taking the total score on the odd numbered items as one score, and the total score of the even numbered items as the second score. The correlation between the scores was determined and the reliability coefficient calculated by the Spearman-Brown formula. The reliability of the correlation coefficient for the total test was 0.77.

The validity of a data gathering instrument, depends on whether the instrument is really measuring what it is supposed to be measure. To increase validity, the items that were identified by teachers as needs in black education were included. Content validity, the representativeness of the content, was assessed by the jury of experts and teachers who took part in the pilot study. With respect to internal consistency a factor analysis was performed on the 67 items in part B of the questionnaire.

Sources of data

Participants were selected through a purposive and stratified random sampling. These participants were made up of headmasters (principals), teachers from kindergarten, elementary, secondary, technical, and junior high schools from eight different districts. Eight districts were chosen purposively from both rural and urban districts. From each district three schools, including special schools were chosen for the study.

Distribution of Questionnaires

Permission was sought from the Minister of the Department of Education and Training to conduct the study in Black schools. The completion of the questionnaires by the participants was conducted under the supervision of a member of staff delegated by the principal of the school, outside normal school hours. In addition, an introductory letter explaining the nature of the research and requesting the respondents participation was sent to all potential participants in the sample (see Appendix C). For purposes of anonymity, a code number was assigned to all those who were randomly selected. Also, the package included a form for respondents to indicate their willingness to participate in a personal interview. This helped in getting a better understanding of teachers' needs and their experience with those needs within the school situation. The researcher assumed to identify some of the needs that might not be explained or included in the questionnaire.

A copy of questionnaires was supplied to each respondent, and the time for collection of the completed questionnaires was agreed upon.

As has been noted, interviews and observation (see Appendix F) were used to collect data from a sub sample of the population to corroborate the questionnaire data. The interview was semi-structured and focused on the same issues raised in the questionnaire. Interviewees were free to express their opinions about black education (unfortunately the tapes were erased for some reasons). Unfortunately the situation was

threatening for both the researcher and teachers. Since this research was conducted at a time when South African teachers were on strike about educational dissatisfactions that are experienced daily in black education, most teachers were sensitive to any document that had to do with the Department of Education and Training. Thus some teachers thought or felt that the questionnaire was a tool used by the Department of Education to do its research. Again the general political situation in South Africa (especially in the Pretoria -Witwatersrand and Vereeniging regions) was very tense that people did not know who or what to believe or trust.

Analysis of data

Of the 500 questionnaires that were distributed, 321(64%) were returned. According to Barbie (1992) and Ary (1991), this represents a good return. Out of the 321 that were returned, sixteen were discarded because they were incomplete. This left 305 (61%) usable returns.

Data from the questionnaire was subjected to statistical analysis. With the exception of Part C all questions were force choice. These were categorized under specific codes using SPSS. data were presented in the form of frequency tables, percentages, means, standard deviations, and by conducting F-tests and chi-square test. Exploratory data analyses were used, since "these are methods used for discovering unforeseen or unexpected patterns in the data and consequently for gaining insights and understanding of natural phenomena." (Leinhardt et al. (1980). The stem and leaf was used as a tool for exploratory data analysis, a convenient method for displaying all of the individual scores on a particular measure. It also facilitates the detection of outliers.

Part C with open-ended questions was subjected to content analysis in order to reveal specific categories and themes. The researcher actively searched for the beliefs and opinions which pertained to the research questions. After going through those categories

and themes workability of the codes was tested and modified. The appropriate categories and themes are recorded to identify the common themes based on teachers needs (see Appendix E).

Establishing Trustworthiness

As has already been indicated, data for the study was collected from different sources, in different situations through the use of different techniques in order to corroborate the findings. Referential materials such as field notes, documents and audio tapes, where necessary, were kept in order to be able to substantiate findings. Participant verification was conducted. In this case, findings and interpretations were tested with participants in order to identify factual errors and also find alternative interpretations. Peer debriefing was undertaken through the discussion of the findings with knowledgeable peers in order to challenge the interpretations, test insights, and to identify new directions for inquiry. There was a structural corroboration in the sense that the emergent theory from the study was critically analyzed in order to ensure that the findings and the interpretations were consistent and that the presentation was coherent.

Transferability was established through purposive sampling. Sites, participants, and documents were selected on the basis of the information that they could provide. In order to establish dependability, data were collected from different sources, in different situations through different techniques. This process of triangulation enabled the researcher to corroborate the findings.

Ethical Considerations

All aspects of the study were based on the participants' willingness to participate. Willingness to participate was obtained orally where appropriate. All respondents were adequately informed of the purpose of the research. They were fully informed that their

participation was voluntary and that they had the right to opt out by deleting part of a script, deciding not to answer a specific question, or deciding to discontinue their participation. Participants were assured that their anonymity would be fully guaranteed. For example, by asking them not to write their names on the questionnaires and in the case of interviews, pseudonyms would be used on all transcripts. They were informed that if they had any concerns during the study, they were free to contact the researcher's advisor at the Department of Educational Psychology in the University of Alberta, Canada.

Summary

Chapter III was designed to outline the overall research design and the strategies which were employed in the investigation. The main instrument which was used was described, and an account was given for its reliability and validity. Data were collected using " A Psycho-Social Profile of Teachers Needs in South Africa Questionnaire". This questionnaire measured all the need items related to teachers' working situation and the stress that they encounter in their profession. The instrument was pilot tested and critically reviewed by a jury of experts before being distributed to teachers in the Pretoria - Witwatersrand - Vereeniging region and the neighboring districts. Returns were received from 321(64%) respondents of which 305 were used.

Data obtained using the instrument, were analyzed using a variety of statistical techniques. Open-ended responses were content analyzed and classified according to recurring themes. The results are reported in Chapter IV.

CHAPTER IV

RESULTS

The process of data analysis of "A psycho-Social Profile of Teachers' Needs in South Africa Questionnaire" began by matching the appropriate statistical tests to the various of the data that would adequately answer the research questions posed in the study. The statistical analysis system known as SPSS was used to analyze the data including the use of frequency distributions, facto analysis, analysis of variance, chi-square and cross tabulation. The demographic information was grouped into three components, personal attributes, professional attributes, and structural attributes.

Factor analysis

The 67 items on "A Psycho-Social Profile of Teachers' Needs in South Africa Questionnaire" were factor analyzed. Although an eight factor solution was examined, a six factor solution proved to be the most meaningful. It provided the most logical clustering of variables as well as including the greatest number of variables. Items with loading of .40 and greater were used in the factor interpretation. Although some factors did not load at or above the . 40 level on the six factors, they were grouped with variables with a similar description. The six factors are described and listed below:

Factor 1descriptis

The label used to describe factor 1 was " *Teacher Empowerment*". Empowered teachers are allowed, and encouraged to share in decisions about important issues. Empowered teachers have the rights, responsibilities and resources to make sensible decisions and informed professional judgments (Little, 1988). The items in factor 1 dealt with lack of participation in making decisions that affect work, democratic participation

in education policy, completing a syllabus different from other races, and political affiliation.

Factor 2 descriptis

Factor 2 items mostly dealt with "*Teacher Satisfaction*". These items addressed the intrinsic sources of satisfaction (motivation) and were best explained by need theories, most of which have their origins in drive theories of motivation. Maslow (1971) identified a general group of needs which are arranged hierarchically and that serve as motivators satisfied (physical, security, love, self -esteem, and self actualization). Theses items help to define deficiency theories relative to the work place. Items related to: lack of staff facilities, lack of well defined goals, communication among staff, and job security.

Factor 3 descriptris

Factor 3 contained items related to "*Teacher Efficacy*". Efficacy is one of several variables influencing teacher satisfaction. Gibson and Dembo (1984) have identified two factors in teacher efficacy. Personal efficacy refers to an individuals belief that one positively influences student learning, while general efficacy refers to a teacher's belief in the teaching profession and the ability of the profession as a whole to influence educational outcomes. Items relative to time, facilities, resources, in-service training, additional assignments like supervision, and large classes were included.

Factor 4 descriptis

"*Community Support*" appropriately labeled Factor 4 items. The factor addressed the connection between democratic school structures and the civic obligations the schools are supposed to perform. Reconnecting the civic function of schools to the reform agenda

provides a rationale for the existence of public education as political, in that democracy requires an educated citizenry. The organization and routine functioning of the schools must reflect this purpose. Items such as equality in education, student-parent teacher participation, teacher society interest, and role changes by society.

Factor 5 descriptis

"*Working Conditions*" was used to describe Factor 5. In general working conditions have been reported to be the most common source of dissatisfaction for black teachers. This factor included, rapid curriculum change, hierarchical structure, open area classrooms, and over sized classrooms.

Factor 6 descriptis

The items in Factor 6 were labeled " *Student Relationships*". They included the work situation needs associated with unmotivated, disruptive, and abusive students, plus lack of supportive and positive feedback.

The data are illustrated in table form as well as explained in the text. The research questions pertinent to the questionnaire data are 1 through 5. Question 6 relates to reasons for leaving the teaching profession prior to retirement age. The frequency and percentage of respondents on the individual variables are presented in this chapter. The individual characteristics were classified into three sections namely: personal attributes, professional attributes, and structural attributes.

Research Questions

Question 1: What are the demographic and attributive characteristics of respondents

Personal Attributes

The frequency and percentages for gender, age, physical illness, personal life stress, and commitment to the profession are reported in Table 1 as Personal Attributes.

From the sample of 305 respondents, females outnumbered males [179(59%) were females, and 126 (41%) were males]. The respondents ages ranged from 20 years to 60 years and above. Sixty percent of respondents were below the age of 40 years; 53 (17%) were 40 - 44 years; 31 (10%) were 45 - 49 years; 15 (5%) were 50 - 54 years; 16 (5%) percent were 55 - 59 years; 6 (2%) were over 60 years. There were two distinct age clusters, the first between ages 30 - 39 (45%), the other between 40 - 49 (28%). Sixty two percent of respondents indicated that they had experienced physical illness related to work within the past two years, and roughly the same percentage(69%) indicated that they had experienced stressful situations in their personal life. 71% of respondents indicated that they were committed to their profession until retirement age, and 29% indicated they were not. (see Table 1).

Professional attributes

The frequencies and frequency percentages of professional attributes including years of teacher education, years of teaching experience, present position, major grade level taught, and present school experience, are reported in Table 2. Professional attribute information shows that 70% of respondents had matriculation plus four or more years of teacher training. This indicates that most respondents held a diploma, certificate, or one

Table 1

Personal attributes of respondents

Attributes	Frequency	Percentage
Gender: Male	126	41
Female	179	59
Age: 20 - 29	46	15
30 - 39	138	45
40 - 49	84	28
50 - 59	31	10
60 and above	6	2
Physical illness related to work		
Yes	179	62
No	108	38
Personal life stress		
Yes	197	69
No	90	31
Commitment to the Profession		
Yes	205	71
No	82	29

or more degrees, a great improvement compared to the 1988 statistics reported by the Department of Education and Training. 50% of respondents had less than 10 years of teaching experience and 29 percent had less than 20 years. 13% of respondents had more than 20 years of teaching experience. 74% of respondents were assigned to a classroom, and 15% were assigned to do both administration and classroom work. 9% of all respondents were full time administrators. The number of counselors both full time and part time, was 5 (2%) indicating a clear need for such a role. Early childhood and the elementary education categories were combined for the purpose of analysis. Most respondents (47%) taught at secondary grade level, 26% taught at elementary grade level, and 18 percent taught at higher primary grade level. Only 8% taught in special schools.

Structural attributes

The frequencies and frequency percentages of structural attributes including school size, number of teachers in the school, major teaching assignment, are all reported in Table 3.

Number of teachers in school.

For purposes of analysis, the following categories for number of teachers were combined: less than 5, and 5 to 10 teachers were combined. Those teachers reporting to be in a school of 10 or fewer teachers were 50 or 17 percent of the total number of respondents. Those reporting to be 11 - 20 totaled 95 or 32 percent; 21 - 30 totaled 70 or 23.4 percent; 31 - 40 totaled 46 or 15.3 percent; 41 - 61 and above totaled 32 or 11 percent. Most teachers from elementary schools indicated a lower number of teachers in their schools. This could be caused by elementary school teacher's assignment to the whole class, and teaching most if not all the subjects to the assigned class. Twenty five percent indicated that they were from schools with the school size between 201 and 400,

Table 2

Professional attributes of respondents

Attributes	No	%
Years of teacher education		
Less than 4	92	30
4 years	73	24
5 years	64	21
6 or more years	76	25
Years of teaching experience		
Less than 5	76	26
5 - 10 years	94	32
11 - 15 years	60	20
16 - 20 years	26	9
21 - 25 years	20	7
26 or more years	19	6
Present position		
Classroom teacher	226	74
Administrator	28	9
Administrator and teacher	46	15
Counselor	5	2
Grade level taught		
Kindergarten and Elementary	82	27
Higher primary	57	18
Secondary	143	47
Other	23	8

and most respondents (60%) indicated that they were from schools with not less than 800 pupils. 28 or 10% indicated that opportunities for promotion were poor, 14% indicated that they were fair, 44% felt that it was moderate, and 32% indicated that they were good if not excellent.

In order to simplify presentation of the results for groups of teachers, they were classified by the subject most commonly taught. The clusters were formed on the basis of numbers for comparison purposes and similarity of assignment. The following clusters of subject areas were made; math, science, social studies (32%), second language teachers (23%), fine arts (5%), childhood education (18%), practical arts (14%), physical education (2%), counseling (2%), and resource room and special education (4%). Some respondents indicated that they were both subject teachers and librarians.

10% of respondents indicated that conditions for promotion in their schools were poor, 14% felt that were fair, 44% felt that they were moderate, 28% indicated that they were good, and 4% indicated that they were very good,

Table 3

Structural attributes of respondents

Attributes	No	%
School Size		
Less than 200	9	3
201 - 400	71	26
401 - 600	37	13
601 - 800	33	12
801 - 1000	52	18
1001 - 1500 and above	80	28
Major teaching assignment		
Second language	70	23
Fine arts	15	5
Elementary	55	18
Social Studies / math / science	98	32
Practical arts	43	14
Counseling	5	2
Resource room / special education	13	4
Physical education	6	2
Opportunities for promotion		
Poor	28	10
Fair	38	14
Moderate	122	44
Good	77	28
Excellent	12	4
Number of teachers in school		
Fewer than 10	48	18
11 - 20	94	34
21 - 30	64	24
31 - 40	43	16
41 - 50	14	5
51 - 60 and above	12	8

Question 2: What are the needs encountered by teachers employed in black education?

Table 4 shows the rank order of work situation items according to needs reported by teachers in black education. The table shows the frequency percentages and the means of responses for all respondents taken collectively for each of the 67 items. The theoretical mean score for each of the response categories and assuming normal distribution of responses is 3.5. Thirty one of the 64 items had means above the theoretical mean of 3.5; 8 had means between 4.0 and 4.5; 23 had means between 3.5 and 4.0; 36 had means below 3.5; 25 were between 3.5 and 3.0, and the 11 were below the mean of 3.0.

The rank ordering of the 67 items helped to indicate the items most needed and encountered by teachers in black education. Items which had 50 - 65 percent of respondents were identified in the top fifteen when ranking the items. The ranking indicated that items such as salary increment, counseling services, inequality in education systems, placement of special needs students, same salary scale; lack of resources, lack of staff facilities, class size (see Table 4) were needs that most teachers felt should be satisfied. 18 were below 50% but higher than 30%. 35 items had percentages below 30 with the lowest being 7%. It should be noted that some items with percentages below twenty, like clerical help, deadlines, lack of time, student absenteeism, might be important to other respondents, only that the items do not occur to all respondents thus producing a lower percentage. Therefore, they may need to be considered as equally important as high ranking items.

Table 4

Rank order of organizational items according to organizational needs

Rank	Organizational item	Reporting %	Mean
1	Salary increment	65	4.35
2	Frequent interruptions in the teacher's work	64	4.16
3	Inequality in education systems	61	4.14
4	Counseling services	60	4.26
5	Placement of special needs students	59	4.25
6	Same salary scale	58	4.07
7	Gender as a determinant of rank	53	3.99
8	Field trip funds	53	4.11
9	Victims of mass killings	46	3.67
10	Lack of resources	46	3.84
11	Class size	46	3.75
12	Student - Department conflict needs	45	3.96
13	Race discrimination for posts	45	3.81
14	Separate education departments	45	3.80
15	Lack of staff facilities	44	3.79
16	Hierarchical structure	42	3.80
17	Democratic participation in education	42	3.82
18	Political atmosphere	40	3.87
19	School interaction	40	3.76

(Table 4 continued)

Rank	Organizational item	No.	%
20	Work personal decisions	39	3.73
21	Student vandalism and disruption	38	3.65
22	Lack of public appreciation	38	3.57
23	Teacher - Department interest conflict	37	3.84
24	Student motivation	35	3.73
25	Population influx of students	35	3.57
26	Student absenteeism	35	3.55
27	Student evaluation procedures	35	3.61
28	Multiracial training institutions	33	3.58
29	Deteriorating staff relationships	32	3.48
30	Implementing CNE policies	32	3.55
31	Open area classrooms	30	3.06
32	Clerical help	30	3.42
33	Own school choice	29	3.37
34	Staff evaluation procedures	28	3.21
35	Teacher and society	28	3.36
36	In - service training for all students	28	3.51
37	Role model	28	3.31
38	Student verbal abuse	27	3.21
39	Threatened by ethnic differences	27	3.31
40	Managing extra curricular activities	27	3.16
41	Examination fees	27	3.13

(Table 4 continued)

Rank	Organizational item	Reporting %	Mean
42	Racism and class discrimination	26	3.94
43	Staff evaluation procedures	26	3.21
44	School policies	25	3.33
45	Oppose competitive ethos in education	24	3.26
46	Job security	23	3.21
47	Dictating a different syllabus	22	3.16
48	Hidden curriculum	22	3.15
49	Administrative support	22	2.69
50	Existence of systematic education	22	2.94
51	Personality conflicts with students	21	2.94
52	Student - Parent Committee	20	3.03
53	Program evaluation procedures	19	3.09
54	Frequent role changes	19	3.01
55	Political affiliation and expression	19	3.11
56	Lack of sufficient planning time	19	3.29
57	Rapid curriculum change	18	3.14
58	Barriers between different ethnic sectors	17	2.74
59	Lack of time for work to be done	16	3.20
60	Job assignment outside area of expertise	16	2.84
61	Unrestricted participation in research	15	2.84
62	Transference	14	2.39

(Table 4 continued)

Rank	Organizational item	Reporting %	Mean
63	Carrying of weapons to school	13	2.34
64	In - service activities	13	2.84
65	Deadlines	13	2.98
66	Staff communications	11	2.46
67	Student supervision	7	2.44

Question4: To what extend are overall work related needs of teachers related to personal, structural and professional variables?

A chi-square test of significance revealed that there were significant relationship(s) between work related needs (six factors) and personal variables. This test showed that there was a significant relationship between empowerment and physical illness ($p < .05$). There were significant relationships between teacher efficacy and gender ($p < .05$), physical illness related to work ($p < .05$); personal stressful situations ($p < .05$); and pursue career until retirement age ($p < .05$). There was a significant relationship between pursuing career until retirement age and community support ($p < .05$). The chi - square test revealed that there was a significant relationship between working conditions factor and physical illness ($p < .05$); personal life stressful situations ($p < .05$); a moderate relationship between work conditions and pursuing career until retirement age ($p < .06$); student relationship ($p < .05$).

Personal variables

Empowerment

A chi-square test, showed that there was a significant relationship between the overall work related needs on the six factors and personal variables. There was one significant relationship between empowerment and physical illness ($p < .05$). Therefore there is a relationship between teachers' lack of empowerment and the teachers physical illness. Although other personal variables did not show any significant relationship, personal information shows that 90 percent of male respondents, and 90 percent of female respondents needed empowerment frequently. 81 - 92 percent of respondents of ages above 30 needed empowerment almost constantly. Only 59 percent of respondents between the ages 20 - 29 needed empowerment frequently. 87 percent of respondents who indicated 'no' to physical illness related to work need empowerment occasionally,

whilst 60 percent of 'yes' respondents need empowerment almost constantly. More or less the same percentage of respondents (52%) of those who would pursue career until retirement age, and 58% of those who would not, indicated that they needed empowerment almost constantly.

Work satisfaction

Although the chi-square test did not reveal any significant relationship between work satisfaction and personal variables, personal information reveals that 74% of male respondents as compared to 63% female respondents need work satisfaction almost constantly. 69 - 75% of respondents between ages 30 - 49 need work satisfaction almost constantly. Percentages of 57 for both 20 - 29 ages, and 50 and above ages groups, need work satisfaction frequently. 72% of respondents who have experienced physical illness related to work need work satisfaction almost frequently. More or less the same percentage 68% 'yes', 66 'no' respondents who have experienced personal life stress need work satisfaction almost constantly. 77% of the 'no' respondents to commitment to profession, need satisfaction almost constantly as compared to 64% of respondents for 'yes' who need to be efficient frequently (see Table 5).

Teacher efficacy

The chi-square test revealed significant relationship between teacher efficacy and sex ($p < .05$) physical illness ($p < .05$); personal stress ($p < .05$); pursue career until retirement age ($p < .05$). The revealed relationships indicate that gender is a factor that can have an effect on teacher efficacy. 83% of male respondents compared to 69% female respondents, need to experience high efficacy frequently if not almost constantly. Again lack of teacher efficacy can be a factor in teachers' physical illness related to work, personal stress, and above all it is a determining factor in teachers' decisions to pursue or

not to pursue career until retirement age . 90% of teachers at 50 and above, have a frequent need high efficacy in their work. 68% of those who have experienced personal life stressful situations need to be efficient frequently.

Working Condition

A chi-square test revealed a significant relationship between work condition and the following personal variables: physical illness ($p < .05$); life stress ($p < .05$); pursue career ($p < .05$). 71% of respondents who indicated 'no' to pursuing career had a need for work condition almost constantly. A percentage of 65 for respondents between ages 20 - 29 and 64% of respondents aged between 50 and above have a frequent need for work conditions.

Community Support

The chi-square test revealed a significant relationship between community support and pursuing career ($p < .05$). Although there was only one significant relationship of community support and other personal variables, an average of 93% male and 94% female have a frequent if not almost constant need for community support. All respondents above have a frequent need for community support. 67% of respondents with 'no' to commitment to profession have a frequent need for community support.

Students relations

There was a significant relationship ($p < .05$) between pursuing career until retirement age and relations with students. Most teachers who indicated they cannot pursue career until retirement age, cited that they needed less student abseteeism, there should be good teacher -pupil relationship, above all students were abusive and violent.

Table 5

Relationship of the six work situation need factors and personal variables in percentages

Personal variables	Empower	Work satisfaction	Teacher efficacy	Working conditions	Comm-support	Students Relation
Sex: M	90	74	83	62	94	84
F	90	63	69	56	93	75
Age:						
20 - 29	59	57	78	65	56	80
30 - 39	85	69	78	58	59	78
40 - 49	92	75	77	57	62	83
50 - above	81	57	90	64	100	73
Physical illness						
Yes	60	72	68	60	94	44
No	87	60	56	58	92	37
Commitment						
Yes						
No	52	64	63	62	49	37
	58	77	65	71	67	54

*NB The frequency of occurrence of a situation were calculated into percentages, and the highest frequency percentage is reported.

Professional variables

The chi-square test revealed significant relationship between professional variables and the six factors on average work related needs. The following relationships were revealed; There was a significant relationship(s) between work satisfaction and years of education ($p < .05$); years of teaching experience ($p < .05$). Again there was a significant relationship between teacher efficacy and present school experience ($p < .05$); Another significant relationship existed between community support and present school experience ($p < .05$); There was a significant relationships between work conditions and years of teaching experience ($p < .05$). Other relationships existed between relationship with students and the following structural variables: years of education ($p < .05$); present position ($p < .05$); teaching experience ($p < .05$); personal choice ($p < .06$); present school experience ($p < .05$).

Professional information shows that even though there was no significant relationship between empowerment and professional variables, 85% of respondents with 21 - 25 years of teaching experience need empowerment frequently. 80% of counselors need empowerment frequently. 86% of respondents with 21 - 25 years indicated that they needed empowerment frequently if not almost constantly.

80% of counselors need work satisfaction almost constantly, 69% of teachers with teaching experience below 5, and 76% between 6 - 10 years teaching experience have a frequent need for work satisfaction . Data shows that respondents who have stayed longer in the present school, have a lower need for work satisfaction than teachers with an experience below 10 years at present school, their needs for work satisfaction are very high.

Teacher Efficacy

A high percentage of 81% was found in respondents with four years of education for the need of teacher efficacy . Respondents with a teaching experience below 15 years indicated that they had the need to be efficient in their work frequently if not almost constantly. 30% of respondents with 21 years and above present school experience, have a frequent need for efficacy. Meanwhile higher percentages of 66, 69, and 73 were reported by respondents with less than 15 years of present school experience. All counselors indicated that they had a constant need for teacher efficacy.

Community Support

Twenty percent of respondents with an experience of 21 and above years at their present school, felt that they needed community support frequently. 75% of respondents with 21 - 25 years of teaching experience indicated that they had a frequent need for community support. The average frequency need for community support for professional variables was 60%.

Working Conditions

80% of counselors and 80% of respondents who indicated that they were both administrators and classroom teachers, indicated that they had a frequent need for working conditions such as oversized classrooms, unstable political atmosphere for normal school day, lack of opportunity for certain posts due to race discrimination, and experiencing rapid curriculum change. 85% of respondents with 21 - 25 years of teaching experience and 71% of respondents with 21 - 25 years of present school experience, indicated that they had a frequent if not almost constant need for work condition. High percentages of 80 and 85, indicate that items such as over sized classrooms, lack of

administrative support, and lack of interaction between black and white schools, need to be satisfied in South Africa's black schools.

Relationship with students

The professional information revealed that 43% of respondents with 16 - 20 years experience at present school have an occasional need for relationship with students. Teachers scored high on items such as: dealing with a sudden influx of students in schools, students use of abusive language and violence, and student absenteeism. 80% of counselors and 80% of respondents who are both administrators and class teachers indicated that they were unable to do their job well because special students were not properly placed, and the schools did not have enough resources to help them.

Structural variables

A number of significant relationships were revealed by the chi - square test on structural variables with the six need factors. The following are the results: There was a moderate significant relationship between work satisfaction and major work grade level ($p < .07$). Other significant relationship were between teacher efficacy and school size, teacher efficacy and major grade level. A significant relationship that was revealed between community support and structural variables involved opportunities for promotion ($p < .05$); Working condition and school size ($p < .05$); Student relationship and major work grade level ($p < .05$); school size ($p < .05$); number of teachers ($p < .05$). community support ($p < .05$).

Table 6

Relationship of the six work related need factors and professional variables in percentages

Professional variables	Empower	Work satisfaction	Teacher efficacy	Comm support	Work conditions	Student relations
Yrs of ed						
1 - 3	47	57	60	63	62	83
Four	56	73	81	66	63	79
Five	59	59	73	53	76	81
Six	47	68	72	52	59	75
Teach exp						
Below 5	56	69	83	55	53	82
6 - 10	51	76	76	59	72	84
11 - 15	50	60	72	52	63	80
16 - 20	42	69	62	62	62	62
21 - 25	85	70	65	75	85	90
26 and above	47	57	53	47	53	62
School exp						
Below 5	56	69	69	64	58	85
6 - 10	51	76	73	60	71	80
11 - 15	50	60	66	57	64	82
16 - 20	42	69	36	36	36	43
21 - 25	85	70	71	86	71	86
26 and above	47	57	30	20	40	60
Grade level						
Elementary	45	54	58	52	60	68
Std A - 2	65	74	79	61	61	81
Junior High	54	72	83	64	71	87
Secondary	41	58	82	36	68	64
Position						
Class teacher	45	66	64	58	55	79
Admin	65	68	71	57	64	46
Admin/class	54	70	76	61	80	80
Counsellor	41	80	100	60	80	80

Although there was no significant relationship between empowerment and structural variables, the average percentage of respondents who needed empowerment frequently if not constantly from schools with 11 - 60 teachers was between 73% and 92%. 72% of teachers from schools with 41 - 60 teachers needed community support. 49% of respondents from schools with less than 10 teachers as compared to 92% of teachers from schools with not less than 31 but below 40, had a frequent need for establishing good teacher -pupil relationship in class , practice individual teaching with their students. 78% of respondents from school size less than 200 needed empowerment occasionally as compared to 49% of teachers from the school size 400 - 800. 49% of teachers from 201 - 400 school size need work satisfaction occasionally.

Table 7

Relationship of the six work related need factors and structural variables in percentages

Structural variables	Empower	Teacher satisfaction	Teacher efficacy	Comm support	Work condition	Student relations
School size:						
below 200	78	56	66	33	58	66
201 - 400	60	49	62	56	64	71
401 - 800	49	66	73	52	74	64
801 - 1500	55	76	83	64	64	91
Promotion						
Poor	41	65	75	53	72	81
Fair	55	71	74	57	79	88
Moderate	53	68	78	59	81	78
Good	56	63	73	61	87	76
Excellent	54	84	92	62	64	92
# of teachers	57	65	75	53	80	49
below 10	73	71	74	57	82	67
11 - 20	78	68	78	59	84	80
21 - 30	79	63	73	61	91	92
31 - 40	92	84	92	62	90	77
41-60 above						

Question 3: What differences exists in personal, professional and structural variables of respondents who indicate that they plan to stay in the profession and those who plan to leave?

Personal attributes

Personal variables that produced a significant difference related to this problem were sex and commitment to the profession. The chi - square revealed a significant difference between sex and pursuing career until retirement age at .05 level of confidence with ($p < .01$). There was a significant difference between personal choice and pursuing career until retirement age. The chi - square of 50.89 with 3 degrees of freedom was significant beyond the .05 level of confidence. 72% of all respondents indicated that they would like to pursue their career until retirement age, whilst 28% indicated that they would not pursue their career until retirement age.

Although there was no significant difference between age of respondents and pursuing career until retirement age, personal information shows that, out of the 45 respondents of age 20 - 29, 37 indicated that they would pursue career until retirement age, and 8 indicated that they would not. 127 respondents were between ages 30 -39, and 90 responded that they would pursue career until retirement age, whilst 37 indicated that they would not. From a total of 78 respondents of ages 40 - 49, 50 indicated that they would pursue their career until retirement age, and 28 indicated that they would not pursue career until retirement age. Data shows that respondents of ages between 30 - 50 indicated that they would change jobs.

Professional variables

The professional variables that produced a significant difference with pursuing career until retirement age were, teaching experience, present school experience, and major work grade level . The chi - square of 16.92 with 7 degrees of freedom revealed a

significant difference at .05 level of confidence ($p < .01$). The chi -square of 15.00 with 7 degree of freedom was significant at .05 level with a p value of .03 for the relationship between pursuing career and present school experience. The chi - square of 10.51 with 4 degrees of freedom revealed a significant difference between major work grade level and pursuing career until retirement age.

Although the chi - square did not reveal a significant difference between years of education and pursuing career until retirement age, professional information shows that 75% of respondents with less than three years of teaching experience, would pursue career until retirement age. 88% of respondents with four years of training will pursue career until retirement age, and 63% of respondents with five years of training indicated that they would pursue career until retirement age. For those with six years and above years of training, only 24% indicated that they would not pursue career until retirement age.

Professional information shows that 75 percent of classroom teachers, indicated that they would pursue career until retirement age, 25 percent would not. 65% of full time administrators, indicated that they would pursue their career until retirement age. 60% of respondents both full time administrator and classroom teacher indicated that they would pursue career until retirement age, and 40% indicated that they would not. 5 respondents indicated that they were counselors, and all counselors indicated that they would pursue their career until retirement age.

Structural variables

The only structural variable that revealed a significant (moderate) difference related to this problem was number of teachers. The chi - square of 13.33 with 7 degrees of freedom produced a moderate significant difference between number of teachers and pursuing career until retirement age. Although the chi - square did not reveal significant

difference on other structural variables, structural information shows that 35% of respondents who will pursue career until retirement age indicated that opportunities for promotion are good. The reported percentage of 54 for respondents who will not pursue career indicated that opportunities for promotion were moderate. The 73% of respondents from 1500 school size who indicated that they would pursue career until retirement age, was more than twice the percentage of respondents from 1500 school sizes who indicated that they would not pursue career.

The relationship between six need factors and pursuing career until retirement age

205 or 72 percent of respondents, indicated that they would pursue career until retirement age. 79 or 28 percent indicated that they would not pursue their career until retirement age. The relation between pursuing career until retirement age and the six factors (empowerment, work satisfaction, work condition, relationship with students, community support and teacher efficacy) was tested using the chi square. The results are also illustrated in Table 8.

Empowerment

The relation between pursuing career until retirement age and empowerment were tested using the chi - square statistic. The chi - square of .93 with 3 degrees of freedom was not significant at the .05 level of confidence. 31 or 39% of 'no' respondents indicated that they had an occasional need for empowerment. 44% of respondents who indicated 'yes' had an occasional need for empowerment. 94 or 46 'yes' respondents as compared to 41 or 52% indicated that they had a frequent need for empowerment.

Work Satisfaction

The chi - square of 5.96 was not significant beyond the .05 level of confidence with a p value of .11. 122 or 60 percent of 'yes' respondents, and 55 or 70 percent of the 'no' respondents indicated that they had a frequent need for work satisfaction.

Teacher Efficacy

The chi - square of 10.2 with 3 degrees of freedom revealed a substantial relationship between teacher efficacy and pursuing career until retirement age beyond the .05 level of confidence, with a p value of .01. A percentage of 63 'yes' respondents and 65 ' no' respondents indicated that they had a frequent need to be efficient. There is a substantial difference between respondents who indicated that they would pursue career until retirement age , and those who indicated that they would not. When looking at the frequency distribution of those who indicated a constant need for teacher efficacy, it shows that only 16 or 9% of 'yes' respondents as compared to 15 or 19% 'no' respondents, had the need to be efficient in their work. The results reveal that being efficient in the teachers' work has a relationship with commitment towards the profession. The Mantel - Haentzel test for linear association reveals a 9.101; d.f 3; $p < .0025$.

Community Support

The chi - square of 9.40 with 3 degrees of freedom revealed that there is a significant relationship between pursuing career until retirement age and community support at .05 level of confidence with a p value of .02. Respondents who indicated a frequent need with a 'yes' answer made 101 or 49%, and for 'no' it was 53 or 67%. The 'no' respondents, did not indicate any 'almost constant' need for community support, for the 'yes' group 4% indicated that they had the need almost constantly. The results of need for community support show difference between respondents who indicated 'yes' and

those who indicated 'no' in pursuing career until retirement age. This reveals that community support has an effect on teachers' persuasion of career until retirement age.

Working condition

The chi - square of 7.35 with 3 degrees of freedom revealed a moderate significant difference between work condition and pursuing career until retirement age at .05 level of confidence. This means that the working condition under which teachers work, does have an effect on their pursuing career until retirement age. 58% of respondents indicated that they had a frequent need, and 35% respondents indicated a constant need for working conditions. Those respondents who indicated that they would not pursue career until retirement age, '58% indicated a frequent need and 29% indicated an occasional need for work condition. There is a difference between respondents who indicated they would pursue career until retirement age, and those who indicated they would not. When looking at the frequencies of how often does the situation occur to them, the 'no' group indicated no frequency for never and rarely, but had a high frequency occurrence for 23 occasionally, 46 frequently and 10 almost constantly. Although the chi - square does not show a significant difference, it seems as if for those teachers who indicated a 'no' answer, there is an effect of work condition on pursuing their career until retirement age. The Mantel - Haenzel test for linear association indicates that there is a significant relationship at $x2 = 4.88562$; d.f 1; $p < .027$.

Student Relations

The chi - square of 7.90 with 3 degrees of freedom reveals that there is a significant difference between teacher relationship with students and pursuing career until retirement age. 82 or 40% of 'yes' respondents, and 21 or 27% of 'no' respondents indicated that they had a frequent need for relationship with students. 75 or 37% of 'yes'

respondents as compared to 43 or 54% of 'no' respondents indicated that they had a constant need for relationship with students. The difference between the group that indicated 'yes' and the one that indicated 'no' is that a higher percentage of 40 for the 'yes' group indicated a frequent need, and for the 'no' group the highest percentage of 54% was for a constant need(see Table 8).

203 or 72% of respondents indicated that they would pursue their career until retirement age. 34 were from schools within the size of 300 or less. 77 were from school sizes 301 - 800; 92 were from 801 - 1500 and above school size. 114 or 56% of the 'yes' respondents came from schools with the school size between 601 and 1500. Those who indicated 'no' were 79; 5 were from schools with the school size of less than 300 students; 34 from 301 - 800; 40 from 801 to 1500. The chi - square test of significance, indicated that there is no difference between school size and pursuing career until retirement age. This means that teachers would pursue their career until retirement age, in spite of the school size (see Table 8)

Table 8

Analysis of the work related need six factors and pursuing career until retirement age

Factors	Rarely	Occasionally	Frequently	Almost constant	p	df	sign
Empower							
Yes	7	91	94	13	.93	3	**.81**
No	2	31	41	5			
Satisfaction							
Yes	4	70	122	9	5.96	3	**.11**
No	0	18	55	6			
Efficacy							
Yes	8	51	130	16	10.2	3	**.01**
No	1	12	51	15			
Support							
Yes	7	89	101	8	9.4	3	**.02**
No	3	23	53	0			
Condition							
Yes	5	71	119	10	7.35	3	**.06**
No	0	23	46	10			
Relationship							
Yes	13	35	82	75	7.9	3	**.04**
No	5	10	21	43			

Question 5: To what extend do teachers experience over - all work related stress

The frequency and frequency percentage of respondents are reported in Table 9. Four percent of respondents indicated that they had not experienced work related stress, and 23 (8%) indicated some stress related to work. 104 or 38 percent indicated moderate stress, 37 percent indicated considerable stress and 17 percent indicated very much stress. The percentages for respondents who have experienced moderate stress and considerable stress are more or lee the same. This reveals that more than 92 percent of respondents, experienced moderate to very much stress related to work (see Table 9).

The chi-square did not indicate any significant relationship between average work stress and empowerment. Although no significance was revealed, Table 9 shows that 90% of respondents experience work related stress occasionally, if not frequently. A moderate relationship between work satisfaction and average work stress ($p < .06$) was revealed by the chi square. Data shows that 68% of respondents who have a strong need for work satisfaction, experience work related stress frequently if not almost constantly. The chi - square revealed a significant relationship between teacher efficacy and average work stress at .05 level of confidence with a p value of .00. Data shows that 75% of respondents who need to be efficient in their work, experience work related stress frequently if not almost constantly.

Although no significant relationship was revealed on community support, 93% of respondents who had a need for community support, experience work related stress occasionally if not frequently. A chi-square revealed a significant relationship between work condition and over - all work related stress at .05 level of confidence with a p value of .00. 91% of respondents who have a need for work conditions experience work related stress occasionally if not frequently. A chi-square revealed a significant relationship between relationship with students and work related stress, ($p < .05$). 77% of respondents

Table 9

Frequency and percentage frequency distribution of respondents on overall work related stress

Work related stress	Frequency	Percentage
No stress	1	0
Some stress	23	8
Moderate stress	104	38
Considerable stress	101	36
Very much stress	48	17

Table 10

Analysis of the relationship between overall work related stress and the six need factors

Factors	Rarely	Occasion -nally	Frequentl y	Almost constant	p value	df	Signi
Empower							
F	10	122	127	18	9.58	12	.65
%	4	44	46	7			
Work satisfaction							
F	4	86	171	16	20.11	12	.06
%	1	31	62	6			
Teacher efficacy							
F	9	60	178	30	45.30	12	.00 *
%	3	22	64	11			
Comm support							
F	10	109	150	8	19.02	12	.00 *
%	4	39	54	3			
Work condition							
F	5	95	158	19	81.85	12	.00 *
%	2	34	57	7			
Students relations							
F	18	45	103	111	25.69	12	.01*
%	7	16	37	40			

* Significant at the .05 level.

who have a need for relationship with students, experience work related stress frequently if not almost constantly.

Question 6: What reasons do respondents give for leaving the profession prior to normal retirement age.

Although this open - ended interview was carried out primarily to provide answers to research question 5 to find out what reasons respondents give for planning to leave the profession prior to normal retirement age, the results offer additional information pertinent to the other four questions. Thus, this information strengthens the results obtained from the questionnaire analysis.

Teachers indicated in their responses to the open-ended questions a number of reasons that would make them leave the profession prior to normal retirement age, and a number of needs they perceived to be important in the black education system.

Some teachers complained about high student enrollment with too many grade-levels to teach. They also indicated that they had difficulty dealing with the pressure, of teaching and were experiencing symptoms of burn out. Many of the teachers who mentioned the Attractiveness of early retirement as their reason for leaving the profession early, indicated that they wished to avoid the high level of stress they were experiencing. Most of the reasons were based on dissatisfied needs, and physical and mental health problems. Some of the comments reflecting these viewpoints were as follows:

> " Classrooms are overcrowded and as a teacher, I cannot accomplish what I would like to do with the students. Most of the time, the situation is uncontrollable.."
>
> "I teach more than one subject, and I am unable to prepare any of them satisfactorily. Thus, this profession is stressing me out. I feel burnt-out most of the time."

" Teaching is demanding and very stressful, and the remuneration is insufficient for the amount of work required"

Some of the reasons for wanting to leave the profession early were based on economic factors. Respondents commented on the lack of reward and lack of incentive leading to dissatisfaction in their work. Most respondents felt that there were ever-increasing demands placed on teachers. This was not satisfactory because of the poor salary they received. Typical comments were:

"Teachers are paid far less compared to other employees in the private sector. Even those teachers with a better education and better qualifications are still paid less. Though I like teaching, I cannot afford to continue working as a teacher under the prevailing economic climate."

"There is no collective bargaining. Teachers are expected to be docile and obedient and do as they are told. Teachers should be allowed to use their organizational power to push their demands."

Other reasons were based on structural factors. Teachers focused on the lack of support, communication, leadership from administrators, and frustration in dealing with bureaucracy. Some teachers mentioned the stress which arose from relationships with other teachers

" The management system of education in South Africa cannot be clearly understood. There is little upward communication and little lateral communication. Meanwhile there is a great deal of downward communication, which is viewed with mixed feelings by subordinates. Again there is lots of distortion and filtering."

"I can only pursue teaching if we have one education system. Both black teachers and students should be able to gain access to any school that they want to register with. Again , there should be no discrimination in salaries based on gender, race, or pigmentation differences. To round it all schools are not even well equipped."

Most of the reasons for considering early retirement were based on the required changes to the education system, especially for black schools. The reasons were wide ranging, including changes towards the "new South Africa", abolition of the hierarchical structure, and revision of the educational policy. Typical of the comments were:

"The present constitutional guidelines do not perceive education as central to combat the present impasse - this could be traced from meagre salaries teachers are earning and insufficient resources. The general impression is that no improvement in education is envisaged following the above."

" I am not prepared to work for a government that does not allow its employees to grow within their work place. If society, and the Department of Education and Training, could recognize that teaching is not a job but a profession, and that it does not need to be rated as last amongst professions, then they wont' lose so many qualified and dedicated teachers to the industrial world."

"In the past 15 years that I have been in this profession, I had hoped that our schools would have better classrooms and facilities, textbooks that follow the courses very closely, and above all that the Department of Education and Training would help in improving living conditions for teachers unfortunately it has not."

Some respondents expressed concern about community support, societal expectations and attitudes, and political influence on schools, teachers fear and

frustrations. Respondents indicated that they would like better co-operation from parents and generally to improve parent teacher - relationships.

" The teaching profession has lost its value. Parents show no interest whatever in the school, but they blame the teacher when a pupil fails."

" The political situation has taken over in our schools, and students are out of control and do not show any interest in learning."

" The wealth of experience and knowledge of the teaching staff is not being fully exploited for the benefit of professional development. The sharing of expertise is not encouraged enough, and when teachers dedicate their time, they are not renumerated as they should be."

Discussion

The reasons given by teachers in response to the open ended question, were extensive and diverse. In general, they correspond with the employee needs that were identified in the review of the literature. Most of the reasons were also reflected in the questions in the instrument used in this study. Most of the teachers indicated that they were not satisfied with their profession and expressed that it caused them stress, if not physical illness. Another commonly stated concern was that the administrative body of the school should be seen as playing a more important role in promoting the professional development of its teachers. Respondents feel that unless this happens, there will not to be much room for growth.

SUMMARY

Chapter IV was designed to present the statistical analyses used to answer the five questions relating to the research problem stated in chapter I. The 67 items on "A Psycho-Social Profile of Teachers' Needs in South Africa Questionnaire" were factor

analyzed and examined. A six factor solution provided the greatest degree of meaning. Question 1 analyzed the demographic information of respondents, classified into three attributes, namely, personal, professional, and structural. Question 2 focused on the needs that are encountered by teachers in black education. A rank order of all the items was conducted. Items that were considered as highly needed and encountered by teachers were those identified by more than 60 percent of the respondents. Items such as salary increments, and inequality in education system were amongst the top fifteen.

The third question focused on "the extend that overall work related needs of teachers related to the personal, structural and professional variables. A significant relationship between the six need factors and personal variables, professional and structural variables was revealed by a chi-square test of significance. Personal variables that were significantly related included physical illness related to work, gender, and personal life stressful situations. Professional variables included, years of education, years of teaching experience, and present school experience. Structural variables included major work grade level, school size, opportunities for promotion, and number of teachers in school.

Question 4 focused on the difference in personal, professional, and structural variables of respondents who indicated that they planned to stay in the profession and those who planned to leave. Personal variables that revealed significant differences were gender and commitment to the profession. Professional variables were teaching experience, present school experience, and major work grade level. The only structural variable that was significant was number of teachers. Question 5 focused on the extent to which teachers experience overall work related stress. The results show that more than 92 percent of respondents experience moderate to high stress. A chi-square was again used for analyzing this problem, and it revealed several differences related to the six need factors. Question 6 involved an open-ended interview that addressed the reasons that

respondents give for leaving the profession prior to normal retirement age. The results offered additional information pertinent to the other four questions. Even though the results did not provide all the answers, education managers, administrators who plan and restructure the education system may find this information of some use (see Appendix C).

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Overview of the study

The intent of this study was to investigate a psycho-social profile of teachers' needs in South Africa. Implications of the results of this investigation provide the substance for this chapter which is organized under three main headings: Summary, Conclusions and Recommendations. An overview of the study and presentation of the findings are given in the first part. The conclusion integrates the findings and the literature reviewed, and it is followed by recommendations offered in the light of these findings.

Summary

This section consists of the study's overview and presentation of the findings. The overview briefly summarizes the reasons for the study, describes how the study was initiated, reviews the process of data collection and analysis, and relates the manner in which data were organized and presented. The presentation of the findings is organized according to the study's research questions.

The framework adopted for assessing relationships among variables emerged from a review of the literature. This had suggested that at present nothing was known about the relationship between the needs (psychological, economic, and social) of South African teachers in Black schools and factors such as stress and job satisfaction, nor about a possible relationship between teachers' needs and their level of professional orientation. In addition, it was surmised that teachers have different psychological, social, and economic needs and consequently will express them in different ways.

In order to describe the existing phenomena, methods that were used reflected both qualitative and quantitative research methods. Data were collected using " A Psycho - Social Profile of Teachers' Needs in South Africa Questionnaire" (see Appendix B). The instrument sought information pertaining to demographic information of respondents. It also had a two type Likert scale which helped in measuring discrepancies in the education system as observed by participants. The questionnaire listed a number of items that had been identified in the literature, and those perceived as common needs for teachers employed under the Department of Education and Training. It also measured overall work related stress, experience of physical illness, personal life stress, and commitment to the profession (see Appendix A).

The process of data gathering was undertaken over a period of four months. The questionnaire was pilot tested in South Africa. After revision it was distributed to 500 respondents in the Pretoria, Witwatersrand and Vereeniging region. 321 returns were received, and 305 were usable for statistical analyses. The questionnaire results were derived by using a computer analysis system which generated descriptive statistics of frequency distributions, cross tabulations, chi-square test of significance, and factor analysis. Open ended responses were analyzed according to major themes. The results are presented in Chapter IV.

In the next section, the results of the foregoing analyses are summarized in relation to the research questions posed at the outset of this study.

The Findings

Question 1: What are the demographic and attributive characteristics of respondents?

Personal attributes of respondents

Females (59%) outnumbered males(41%), and 60% respondents were below the age of 40 years. 62% of respondents had experienced physical illness related to work within the past two years, and indicated that they had experienced stressful situations in their personal life. Regardless of whether or not they had experienced stressful situations in their working situation, 72% of respondents indicated that they would stay in their profession until retirement age. Two possible reasons for this commitment suggest themselves. On the one hand economic realities and the high unemployment rate force teachers to secure a job as a source of income even though the working conditions are not satisfactory. On the other hand it could be that the 70% that would like to remain within the career until retirement age, are truly dedicated to their job, and are determined to help in changing and implementing the new education system in post-apartheid South Africa.

Professional attributes of respondents

The professional attribute information shows a great improvement by 1993, when 70% of the respondents held a diploma, certificate, or one or more degrees compared to the 1988 statistics reported by the Department of Education and Training. It shows that within the past six years teachers have progressively been upgrading their qualifications, and the poorly qualified are progressively being eliminated from their ranks. 50% of respondents had less than 10 years of teaching experience, but had good qualifications (diploma and a degree). An indication that the Department of Education and Training's decision to extend the length of normal teacher training in South Africa's Black teacher training colleges from three to four years helped to raise the status of teachers.

Structural attributes of respondents

Most respondents indicated that they were from schools with not less than 800 pupils and that apart from being specialists for certain subjects they had duties as general

classroom teachers. 47% taught at secondary level, 26% at elementary grade level, 18% at higher primary level, 8% were from special schools, and 2% were school counselors.

Question 2: What are the needs encountered by teachers employed in black education.

The rank ordering of items helped in indicating need priorities of teachers in Black education. The ranking indicated that items such as salary increment, removing inequality in the education system, lack of resources (audio-visual equipment, libraries), reducing class size, placement of special needs children were needs that most teachers felt should be satisfied. Some items like lack of clerical help, lack of time for preparation, and student absenteeism, had percentages below twenty (see Table 4). However it would have been wrong to regard such items as generally less important. These needs were expressed by teachers in schools that were particularly poorly equipped.

Question 3: To what extend are overall work related needs of teachers related to personal, structural and professional variables?

Although most personal variables were not related to Empowerment work related needs, a chi-square revealed a significant difference ($p < .05$) between physical illness related to work and to Empowerment. 87% of teachers who had not experienced physical illness related to work indicated that they needed empowerment constantly as compared to 60% of those who experienced physical illness related to work. There were significant differences ($p < .05$) between Teacher efficacy on the one hand and sex, physical illness related to work, personal stress, pursue career until retirement age. On the other hand there were significant differences ($p < .05$) between " Working condition" and the following personal variables: physical illness related to work, life stressful situations, and pursuing career until retirement age. A chi - square revealed a significant difference ($p < .05$) between "Community support" and pursuing career until retirement age. Another

significant difference was between " Student Relations" and pursuing career until retirement age.

A chi-square revealed a significant difference ($p < .05$) between "Work Satisfaction" and years of education, as well as years of teaching experience. "Teacher Efficacy" and "Community Support" had significant differences with one professional variable, present school experience. There was a significant difference ($p < .05$) between " Working Condition" and years of teaching experience. Other significant differences were between "Students relations" and years of education, present position, teaching experience, personal choice, and present school experience.

A chi-square revealed a significant difference ($p < .05$) between "Teacher Efficacy" and the structural variables of school size and major work grade level. "Community support" had a significant difference with opportunities for promotion. The "working Condition" had a significant difference with school size. There were more significant differences between "Students relations" and the following structural variables, major work grade level, school size, and number of teachers in school.

Question 4 " There is a difference in personal, professional and structural variables of respondents who indicated that they planned to stay in the profession and those who planned to leave."

Personal variables that indicated a significant difference related to this question were gender and personal choice. 72% of respondents indicated that they would like to pursue their career until retirement age. A high percentage of men, indicated that they would not pursue career until retirement age. The results show that career paths, and career transitions impact greatly on the lives of men, more than that of women.

Professional variables that indicated a significant difference were teaching experience, present school experience, and major work grade level. Teachers with less

than 10 years of teaching experience, and those with 25 and more years of teaching experience indicated that they would like to pursue their career until retirement age. Meanwhile most teachers with more than 10 but less than 25 years of teaching experience, indicated that they would rather change into another job. Most teachers in this category indicated that they had a desire for promotion, and advancement in their work. They needed to grow within their career but unfortunately there was only lateral growth in the teaching profession. There was a difference between teachers with an experience of less than 10 years and those with 11 - 25 years of teaching experience. It could be that teachers with less than 10 years experience are not ready to leave their career because they have not yet gathered enough experience in order to secure a better position to join the industrial world. Another reason could be that maybe some of them do not have more commitments (financial, family, mortgages and social) and feel that their salaries are sufficient. However it could be that teachers with less than 10 years experience entered the profession with better qualifications and have always earned better salaries. Whilst teachers with 11 - 25 years of teaching experience could be looking for challenges because of dissatisfaction (salary, job security, stress) within their work situation, and thus realize that they have to apply for jobs with better benefits than teaching. Teachers with more than 25 years of teaching experience, might be having a commitment to education and to people, and find teaching to be a rewarding and fulfilling experience. Another thing is at their age they probably find a change of career more difficult to achieve.

As with structural variables, number of teachers was the only variable that revealed a significant difference with pursuing career until retirement age. Most teachers from schools with less than 10 teachers, were from elementary schools, and indicated that they would pursue career until retirement age. Most teachers from schools with more than 40 teachers in school, indicated that they would not pursue career until retirement

age. These teachers indicated that they had stress, and had experienced conflicts with students. Most of these teachers scored high on items such as oversized classrooms, job assignment outside area of expertise, and student absenteeism.

Question 5 To what extend do teachers experience overall work related stress?

4% of respondents indicated that they had no stress related to their work. 8% indicated some stress, 38% indicated moderate stress, 37% indicated considerable stress, and 17% indicated very much stress. 92% of respondents experience moderate to very much work related stress. A moderate relationship was revealed between work satisfaction and average work stress. 68% of respondents who had a strong need for work satisfaction, experienced work related stress constantly. There was a significant relationship between teacher efficacy and average work stress. The results show that most classroom teachers, especially ones from secondary schools, and teachers from schools with more than 1000 students, counselors, and some administrators, indicated that they had problems with managing and being efficient in their work. 935 of respondents who had a need for community support, experience work related stress frequently. There was a significant relationship between work condition and work related stress. Teachers who had a need for improved work conditions (e.g. provision of the right amount of time for preparation, number of instructional periods, low salaries), experience work related stress frequently. Again there was a significant relationship between student relations and work related stress. Teachers from schools with less student absenteeism, and students paid attention to what teachers say, indicated that they experienced moderate stress.

Question 6: What reasons do respondents give for leaving the profession prior to normal retirement age?

Teachers indicated in their responses to the open - ended questions a number of reasons why that would make them leave the profession prior to normal retirement age. Most frequently mentioned as a reason for not pursuing a career in education until normal retirement age was too much stress. Teachers complained about high enrollment with too many grades to teach, and the difficulty in dealing with pressures of teaching. Some reasons focused on the perceived possibility, or the perceived lack of possibility of advancement and promotion within the work situation. Most teachers indicated that they need an improvement in status or level of job, they felt there was no opportunity for advancement, and therefore they needed to change their career. Other reasons for wanting to leave the profession early, were based on economic factors like poor salary, lack of rewards and incentive, fiscal need, and job security. Most teachers were concerned about the future in education and family commitment. Some reasons referred to situations and conditions of the work place including scheduling, class sizes, and student relations.

Conclusions

In this section, specific findings of the study are discussed in relation to the general literature on needs which was reviewed in Chapter II. There was considerable evidence to indicate that the work situation needs of the teachers in the study involved some kind of stress. For many teachers the frustration of not having their work situation needs met, evidenced and manifested itself in the form of physical illness and stress. The long term effects of dissatisfaction on personal well being, tend to shift from being behavioral (personal and interpersonal) to psychological and physiological.

This study supports research in the literature that found that although the classical view of motivation has been implemented well in schools of other countries like Australia, Britain and Canada, it has not been well implemented in South Africa's Black schools. Teachers supported the notion that there is a misfit between the reputation that a teacher has for excellence in teaching and his or her salary, tenure and promotion in South Africa's public schools. Teachers wanted the profession to be recognized within the society, and they also had a desire for challenge and advancement.

Overall work related needs

Comparison of the results of this study with other studies is difficult because of differences in method, concepts, sampling, and reporting. Therefore these comparisons should be interpreted with caution. This study revealed a diversity of needs for South African teachers in Black education, the results suggest that there are observable differences in psychological, social and economic needs of teachers in Black education. The results align with Hertzberg's theory, in that the fulfillment for increased psychological growth contributes to teacher satisfaction, while satisfaction of the hygiene needs only maintained the teachers in a non-dissatisfied state.

On most of the items in each clustering relating to the need factors (Empowerment, Work Satisfaction, Teacher Efficacy, Working Condition, Community Support, and Student Relations), significant differences between teachers' personal, structural, and professional background were revealed. Most of the professional, and structural, and a few personal variables, revealed significant differences with the six need factors (Empowerment, Work Satisfaction, Teacher Efficacy, Working Condition, Community Support, and Student Relations). This indicates that there is a great difference in needs (psychological, social, and economic) of South African teachers in Black education. These research findings support Moore's (1987) research findings

which suggested that differences in teacher satisfaction are often related to individual differences in education, gender, ethnicity, socio-economic status, and age, but are complicated by dedication to their profession.

Although most teachers indicated that they were not satisfied with their working conditions and needed better salaries, some of their reasons were intrinsically motivated. Teachers felt that they were not valued in the development of students' lives. They questioned the attitude of society and parents towards education , and doubted whether there would ever be professional autonomy for teachers. It was also evident that the old government has tried to bring change into schools. Unfortunately this change was often mandated by people from outside the schools, and they often conceived of it in an over simplistic manner without considering the realities of schools. Teachers still face problems of class size, varying ability levels, problems with the administration, lack of resources, and poor initiation into the profession. These conditions were found to provide few opportunities for success within the career.

Working conditions

This research suggests that basic failings in employee-employer (teacher - administration) relations by administrators, rather than salary, were the factors most productive of occupational frustration and stress. The data showed that teachers wanted genuine involvement in matters affecting their professional activities. Not only did teachers cite inadequate community support of the school as a reason for dissatisfaction, but they also identified the failure of the Department of Education and Training (govt.) society to respect and accept them as professional people. Teachers considered themselves as professionals and wanted the community to recognize that too. Professional standing of teachers was considered to be low in most people's eyes but at the same time their conduct was expected to be above reproach. These results reveal that

teachers in Black education were not allowed, or encouraged to share in decisions about important issues (e.g. curriculum planning, democratic participation in education policy). Thus they need to be emancipated from the bureaucratically prescriptive system in which they function.

Maeroff (1988) stated in his analysis that by narrowing the scope of what teachers are entitled to have a voice in, namely the confines of the classroom walls, at once reduces the concept of teacher empowerment to a minimal form. Prawat's suggestion opens the door for a commitment from teachers commensurate with their epistemological as well as political needs. In his analysis of teacher empowerment (Prawat, (1991) distinguished between the epistemological and political aspects of empowerment. The first is described as conversations which enable teachers to acquire the critical capacities required for judging the worthiness of the proposals advanced by experts. The second relates to the features and dynamics of school settings in which power and authority can be viewed as obstacles to personal development. Prawat's insight can provide improvements for South African teachers as professionals who can better serve the educational needs of students.

Commitment to the profession

Lortie (1975) in School teacher states that "few beginning teachers intend to stay very long" (p. 101). Yet in this study 78% of teachers with less than 15 years of teaching experience, indicated that they would pursue their career until retirement age. However, there probably will be teachers who choose to leave the profession. This study has looked at some of their thoughts and an opportunity to reflect on some of the reasons they leave. The discovery that teachers on the job have thoughts about leaving the profession is not surprising. In Passages, Sheehy (1976) considers the issue of second careers and the need for career change: "The simple fact that people are living longer in better

physical condition than ever before makes a commitment to a single, forty-year career almost predestinate stagnation (p.409). Sheehy's ideas are supported by this study. Most teachers felt that unless they had advancement and challenge in their career, and they would leave the profession prior to normal retirement age.

Recommendations

The recommendations based on the findings of this study have significance for the long-term effectiveness of the educational institutions. The implications are pertinent to administrators who work closely with school based teachers, and to the politicians and State that make decisions about funding and policies.

1. If South African teachers hope to be accorded the status of a profession by the public, they must ensure that all have a high standard of general education and professional preparation. There should be successful plans for raising standards in the training of new recruits to teaching. The poorly qualified should be progressively upgraded, and the unqualified should be eliminated. However, it should not be forgotten that there is likely to be a considerable body of older teachers in service, whose education and training fall far short of present day requirements. These are teachers who will find it difficult to deal with the post-apartheid education era, because they will have to adapt to more sophisticated teaching needs. A program for in-service training and further education is essential. In order not to deprive the nation of potential teachers whose socio-economic status is poor, training should be subsidized by the government. This could be done by providing grants to support an adequate standard of living during training.

2. If the extent of teacher stress is as great as implied in the replies to the " A psycho-social Profile of Teachers' Needs in South Africa Questionnaire", then the new

Department of Education that will be in charge of administering education in the post-apartheid South Africa, should look carefully at stress scales and interpretation of their results. Staffing policy and teacher work load needs to be reviewed.

3. All teachers should have the opportunity to participate in teacher effectiveness training which highlights classroom management, conflict management, time management, and interpersonal relationships. This could help in alleviating the overburden that most teachers experience.

4. The South African society is advancing rapidly in technology and knowledge, and the needs of people are changing too. Therefore associated curriculum changes are a fact of life that teachers will have to accept. As society's needs become known, educational services must be adapted to suit them. The stress of curriculum change, however, would be reduced if the continued need to retrain and update teachers were recognized and dealt with by six months or annual in-service training. This would help in accommodating major curriculum changes, requiring adjustments in teaching methods, to be planned for implementation.

5. Teachers in this study were very much concerned about lack of proper placement for students with special needs, and lack of counselors in black schools. Therefore policy procedures for coping with these problems should be examined and revised, and the necessary resources made available.

Implications for further study

Future research might focus on the following issues identified from this study:

(a) Further research is required to explore some of the reasons why teachers contemplate leaving the profession, actually leave, or remain in the profession.

(b) Since the "Psycho-social Profile of Teachers' Needs in South Africa Questionnaire" was used in the South African context for the first time, replications of this type of study in other regions of South Africa, should be conducted in order to see how reliable, valid and useful this questionnaire is.

(c) South Africa denounced Apartheid in April of 1994, and one of its aims is to improve the education system for its people. Therefore it is necessary that more research should be done in the following areas;

(i) More research is required on school change, renewal, and improvement.

(ii) Teachers, their world, and their work, and the implications they have for school improvement.

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APPENDIX A

TO ALL TEACHERS AND ADMINISTRATORS

Dear colleague:

Your response to this questionnaire is an important part of the research that I am conducting in connection with my masters program of studies at the University of Alberta. Your effort in providing the information requested would, therefore, be greatly appreciated.

The questionnaire items are designed to identify different needs that are important for teachers occupying various roles in the school setting. Many of you have already contributed to identification of the items, for which I am grateful. **Please be frank and honest in selecting your responses and answer all items.** It will take 20 - 30 minutes.

INDIVIDUAL RESPONSES ARE ENSURED THE STRICTEST CONFIDENTIALITY.

Please do not write your name on the questionnaire.

Follow closely the direction for each section. When you have completed Parts A to C of the questionnaire give it to your school principal.

Copies of the final thesis will be provided to your circuit office and the department of Department of Education and Training.

Thank you for your co - operation.

Sincerely,

.....

Portia. M. Makola

Thesis supervisor: Dr R. H. Short

APPENDIX B

SECTION A

PERSONAL-EDUCATIONAL DATA

This information is required to enable comparisons to be made among groups. Please check the ONE response which gives the correct information about or your school. PLEASE ANSWER EACH ITEM.

1. GENDER:

( ) 1. Male
( ) 2. Female

2. AGE (on last birthday):

( ) 1. 20 - 24
( ) 2. 25 - 29
( ) 3. 30 - 34
( ) 4. 35 - 39
( ) 5. 40 - 44
( ) 6. 45 - 49
( ) 7. 50 - 54
( ) 8. 55 - 59
( ) 9. 60 or over

3. YEARS OF EDUCATION FOR SALARY PURPOSES:

( ) 1. One
( ) 2. Two
( ) 3. Three
( ) 4. Four
( ) 5. Five
( ) 6. Six

4. PRESENT POSITION:

( ) 1. Classroom teacher (full-time)
( ) 2. Administrator (full-time)
( ) 3. Administrator (part-time)/classroom teacher (part-time)
( ) 4. Classroom teacher (part-time)
( ) 5. Counselor (full-time)
( ) 6. Counselor (part-time)

5. MAJOR GRADE LEVEL AT WHICH YOU WORK (give ONE best approximation):

( ) 1. Kindergarten (pre-Grade 1)
( ) 2. Elementary (Sub A - Std II)
( ) 3. Higher primary (Std III - Std V)
( ) 4. (Std VI - Std X)
( ) 5. Other (please specify)

6. MAJOR TEACHING ASSIGNMENT (give ONE best approximation):

( ) 1. English
( ) 2. Science
( ) 3. Math
( ) 4. Art
( ) 5. Music
( ) 6. Drama
( ) 7. Library
( ) 8. Second language
( ) 9. Social Studies
( ) 10. Physical Education
( ) 11. Home Economics
( ) 12. Industrial Education
( ) 13. Religious Studies
( ) 14. Counseling
( ) 15. Business Education
( ) 16. Outdoor Education
( ) 17. Elementary Education
( ) 18. Early Childhood Education
( ) 19. Resource room
( ) 20. Administration
( ) 21. Reading
( ) 22. Other (specify)

7. NUMBER OF TEACHERS IN YOUR SCHOOL:

( ) 1. Fewer than 5
( ) 2. 5 - 10
( ) 3. 11 - 20
( ) 4. 21 - 30
( ) 5. 31 - 40
( ) 6. 41 - 50
( ) 7. 51 - 60
( ) 8. 61 or more

8. YEARS OF TEACHING EXPERIENCE (as of June 1, 1993):

( ) 1. 1 year
( ) 2. 2 years
( ) 3. 3 - 5 years
( ) 4. 6 - 10 years
( ) 5. 11 - 15 years
( ) 6. 16 - 20 years
( ) 7. 21 - 25 years
( ) 8. 26 or more years

9. NUMBER OF YEARS YOU HAVE BEEN IN YOUR PRESENT SCHOOL (as of June 1, 1993):

( ) 1. 1 year
( ) 2. 2 years
( ) 3. 3 - 5 years
( ) 4. 6 - 10 years
( ) 11 - 15 years
( ) 6. 16 - 20 years
( ) 7. 21 - 25 years
( ) 8. 26 or more years

10. IF YOU WERE FREE TO CHOOSE WOULD YOU TEND TO:

( ) 1. stay in the same job
( ) 2. change schools
( ) 3. change to another job in education
( ) 4. change fields completely

11. HOW WOULD YOU RATE YOUR OPPORTUNITIES FOR PROMOTION WITHIN YOUR SCHOOL SYSTEM?

( ) 1. Poor
( ) 2. Fair
( ) 3. Moderate
( ) 4. Good
( ) 5. Excellent

12. HOW OFTEN DO YOU FIND YOUR WORK INTERESTING?

( ) 1. Rarely
( ) 2. Seldom
( ) 3. Occasionally
( ) 4. Frequently
( ) 5. Most of the time

13. IN GENERAL HOW STRESSFUL DO YOU FIND YOUR WORK?

( ) 1. Not stressful
( ) 2. Mildly stressful
( ) 3. Moderately stressful
( ) 4. Very stressful
( ) 5. Extremely stressful

14. SIZE OF SCHOOL (student numbers):

( ) 1. Less than 100
( ) 2. 101 - 200
( ) 3. 201 - 300
( ) 4. 301 - 400
( ) 5. 401 - 600
( ) 6. 601 - 800
( ) 7. 801 - 1000
( ) 8. 1001 - 1500
( ) 9. 1500 +

PART B: SOURCES OF TEACHERS NEEDS

Teacher stress is defined as pressure or overburdening experienced by a person as a result of a deficiency in certain needs.
Listed below are a number of situations which may or may not be sources of stress to you in your work.

Each item requires **TWO** answers: (1) Please indicate by circling the appropriate number in column A how often the situation occurs in your work; (2) Indicate by circling the appropriate number in column B how stressful each situation is to you in your work. **Please answer all questions.**

Situation	Column A How often does this situation occur?					Column B How stressful is the situation for you?				
	Never	Rarely	Occasionally	Frequently	Almost Constantly	No Stress	Some Stress	Moderate Stress	Considerable Stress	Very Much Stress
1. Unstable political atmosphere for normal school day	1	2	3	4	5	1	2	3	4	5
2. Separate education departments for different race(s)	1	2	3	4	5	1	2	3	4	5
3. Involuntary transfer to another school	1	2	3	4	5	1	2	3	4	5
4. Inequality in education systems	1	2	3	4	5	1	2	3	4	5
5. Provision of same salary scale for teachers of all race(s)	1	2	3	4	5	1	2	3	4	5
6. Student vandalism and disruption	1	2	3	4	5	1	2	3	4	5
7. Differences in staff evaluation based on race	1	2	3	4	5	1	2	3	4	5
8. Lack of resources (eg. books, supplies, equipment)	1	2	3	4	5	1	2	3	4	5

Situation	Column A How often does this situation occur?					Column B How stressful is the situation for you?				
	Never	Rarely	Occasionally	Frequently	Almost Constantly	No Stress	Some Stress	Moderate Stress	Considerable Stress	Very Much Stress
9. Lack of feeling of job security	1	2	3	4	5	1	2	3	4	5
10. Existence of systematic education	1	2	3	4	5	1	2	3	4	5
11. Lack of well-defined goals and objectives (hidden curriculum)	1	2	3	4	5	1	2	3	4	5
12. Lack of opportunity for certain posts due to race discrimination	1	2	3	4	5	1	2	3	4	5
13. Acceptance to teach in a school of your choice (eg white, black)	1	2	3	4	5	1	2	3	4	5
14. Frequent interruptions in your work (strike, killings, fights)	1	2	3	4	5	1	2	3	4	5
15. Serving as a role model in unfavorable conditions	1	2	3	4	5	1	2	3	4	5
16. Existence of systematic education	1	2	3	4	5	1	2	3	4	5
17. Unrestricted teacher participation in research	1	2	3	4	5	1	2	3	4	5
18. Job assignment outside area of expertise	1	2	3	4	5	1	2	3	4	5
19. Open-area classrooms even in unfavorable weather conditions	1	2	3	4	5	1	2	3	4	5
20. Over sized classes	1	2	3	4	5	1	2	3	4	5
21. Lack of staff facilities (eg. in workroom, staffroom)	1	2	3	4	5	1	2	3	4	5
22. Meeting deadlines	1	2	3	4	5	1	2	3	4	5
23. Student absenteeism	1	2	3	4	5	1	2	3	4	5
24. Verbal abuse by students	1	2	3	4	5	1	2	3	4	5

Situation	Column A How often does this situation occur?					Column B How stressful is the situation for you?				
	Never	Rarely	Occasionally	Frequently	Almost Constantly	No Stress	Some Stress	Moderate Stress	Consid - erable Stress	Very Much Stress
25. Unmotivated students	1	2	3	4	5	1	2	3	4	5
26. Lack of interaction between black and white schools	1	2	3	4	5	1	2	3	4	5
27. Lack of clerical help	1	2	3	4	5	1	2	3	4	5
28. Staff evaluation procedures based on race	1	2	3	4	5	1	2	3	4	5
29. Lack of student parent-teacher committee(s)	1	2	3	4	5	1	2	3	4	5
30. Lack of administrative support	1	2	3	4	5	1	2	3	4	5
31. To oppose competitive ethos in education.	1	2	3	4	5	1	2	3	4	5
32. gender as a determination of ranks	1	2	3	4	5	1	2	3	4	5
33. Lack of participation in making decisions that affect my	1	2	3	4	5	1	2	3	4	5
34. Lack of time during shool day to get work done	1	2	3	4	5	1	2	3	4	5
35. Attending after-school inservice activities	1	2	3	4	5	1	2	3	4	5
36. Supervising students outside the classroom (eg. recess, noon hour)	1	2	3	4	5	1	2	3	4	5
37. Managing extra curricular activities with pay as in white schools	1	2	3	4	5	1	2	3	4	5
38. Lack of available consultative help	1	2	3	4	5	1	2	3	4	5
39. Deteriorating staff relationships due to political inclination and suspicion	1	2	3	4	5	1	2	3	4	5

Situation	Column A How often does this situation occur?					Column B How stressful is the situation for you?				
	Never	Rarely	Occasionally	Frequently	Almost Constantly	No Stress	Some Stress	Moderate Stress	Considerable Stress	Very Much Stress
40. Theft or damage to personal property	1	2	3	4	5	1	2	3	4	5
41. Difference in student evaluation procedures based on colour (certificates)	1	2	3	4	5	1	2	3	4	5
42. Program evaluation procedures	1	2	3	4	5	1	2	3	4	5
43. Lack of counselling services in black education	1	2	3	4	5	1	2	3	4	5
44. Democratic paticipation in education policy	1	2	3	4	5	1	2	3	4	5
45. Experiencing rapid curriculum change	1	2	3	4	5	1	2	3	4	5
46. .Lack of funds to conduct fieldtrips in black education	1	2	3	4	5	1	2	3	4	5
47. Receiving incompatible requests from two or more people	1	2	3	4	5	1	2	3	4	5
48. Implementing policies with which one disagree (eg CNE)	1	2	3	4	5	1	2	3	4	5
49. Being required to make frequent roll changes (eg.mother, nurse, referee, judge, social worker, father, policeman)	1	2	3	4	5	1	2	3	4	5
50. Dictating of completing a regular syllabus different from other races	1	2	3	4	5	1	2	3	4	5
51. Dealing with individual differences	1	2	3	4	5	1	2	3	4	5

Situation	Column A How often does this situation occur?					Column B How stressful is the situation for you?				
	Never	Rarely	Occasionally	Frequently	Almost Constantly	No Stress	Some Stress	Moderate Stress	Considerable Stress	Very Much Stress
52. Providing help to colleagues	1	2	3	4	5	1	2	3	4	5
53. Conflicting needs of students with that of the department of education	1	2	3	4	5	1	2	3	4	5
54. Disagreeing with a supervisor	1	2	3	4	5	1	2	3	4	5
55. Fundamental contradiction between teachers existing interests and that of the department	1	2	3	4	5	1	2	3	4	5
56. Not knowing what is expected of me	1	2	3	4	5	1	2	3	4	5
57. Availability of In-service training for both races	1	2	3	4	5	1	2	3	4	5
58. To fight racism and class discrimination	1	2	3	4	5	1	2	3	4	5
59. Personality conflicts with students	1	2	3	4	5	1	2	3	4	5
60. Lack of public appreciation for work teachers do	1	2	3	4	5	1	2	3	4	5
61. Same training institutions for both black and white student teachers	1	2	3	4	5	1	2	3	4	5
62. Lack of communication among staff due to ethnic differences	1	2	3	4	5	1	2	3	4	5
63. Delaying of communication between the school and central office because of hierachical structure	1	2	3	4	5	1	2	3	4	5

Situation	Column A How often does this situation occur?					Column B How stressful is the situation for you?				
	Never	Rarely	Occasionally	Frequently	Almost Constantly	No Stress	Some Stress	Moderate Stress	Considerab Stress	Very Much Stress
64. Right to political affiliation and expression	1	2	3	4	5	1	2	3	4	5
65. Lack of sufficient planning time during school day	1	2	3	4	5	1	2	3	4	5
66. Lack of clearly-defined school policies	1	2	3	4	5	1	2	3	4	5
67. Lack of proper placement of students with special needs	1	2	3	4	5	1	2	3	4	5

PART C: GENERAL

Please complete the following by checking the ONE response which most accurately describes you.

1. On the average, how stressful do you find your work:
   ( ) 1. No stress
   ( ) 2. Some stress
   ( ) 3. Moderate stress
   ( ) 4. Considerable stress
   ( ) 5. Very much stress

2. During the past two years, have you experienced any physical illness that you feel is related to stress in your work?
   ( ) 1. Yes ( ) 2. No

3. During the past two years, have you experienced a number of stressful situations in your personal life?
   ( ) 1. Yes ( ) 2. No

4. Do you plan to pursue a career in education until your normal retirement age?
   ( ) 1. Yes ( ) 2. No

   if "NO", please explain your reasons:

5. Please elaborate if there are any major needs in your work that you have been unable to identify by completing the questionnaire items.

APPENDIX C

Factors and factor loadings of the 67 work situation items of part B in the questionnaire

Teacher Empowerment

X^{10}	Existence of systematic education.	.40
X^{13}	Acceptance to teach in a school of your choice.	.54
X^{18}	Job assignment outside area of expertise.	.50
X^{32}	Gender as a determination of rank for salaries.	.50
X^{33}	Lack of decisions that affect my work.	.40
X^{44}	Democratic participation in education policy.	.60
X^{50}	Dictating of completion of a regular syllabus different from other races.	.50
X^{64}	Right to political affiliation and expression.	.41

Teacher satisfaction

X^{5}	Provision of same salary scale for teachers of all races.	.40
X^{7}	Differences in staff evaluation based on race.	.56
X^{9}	Lack of feeling of job security.	.50
X^{11}	Lack of well defined goals and objectives(hidden curriculum).	.49
X^{21}	Lack of staff facilities (e.g.. in workroom, staffroom).	.60
X^{23}	Student absenteeism.	.54
X^{28}	Staff evaluation procedures based on race.	.52
X^{31}	To oppose competitive ethos in education.	.50
X^{37}	Managing extra curricular activities with pay as in white schools.	.61
X^{39}	Deteriorating staff relationship due to political inclination and suspicion.	.55
X^{40}	Need for salary increment.	.33

X^{43}	Lack of counseling services.	.36
X^{47}	An end to examination fees.	.42
X^{53}	Conflicting needs of students with that of the department.	.60
X^{57}	Availability of in- service training for both races.	.55
X^{62}	Lack of communication among staff due to ethnic differences.	.52
X^{65}	lack of sufficient planning time during school day.	.54

Teacher efficacy

X^{6}	Student vandalism and disruption.	.45
X^{8}	Lack of resources (e.g.. books, supplies, equipment).	.52
X^{14}	Frequent interruptions in your work.	.50
X^{17}	Unrestricted teacher participation in research.	.50
X^{22}	Meeting deadlines.	.47
X^{24}	Verbal abuse by students.	.54
X^{27}	Lack of clerical help.	.51
X^{34}	Lack of time during school day to get work done.	.51
X^{46}	Lack of funds to conduct field trips.	.41
X^{59}	Personality conflicts with students.	.54
X^{60}	Lack of appreciation for work done.	.52

Community support

X^{16}	Find oneself being threatened by political differences.	.40
X^{20}	Inequality in education systems.	.44
X^{29}	Lack of student - parent committee.	.43
X^{38}	Lack of unity between teachers' interest and that of the department.	.61
X^{42}	Program evaluation procedures for different ethnic groups.	.51

X^{49}	Being required to make frequent role changes by the society.	.56
X^{54}	Breaking down barriers between different ethnic sectors.	.50
X^{56}	Teachers and students being victims of mas killings.	.61
X^{58}	To fight racism and class discrimination.	.47
X^{61}	Same training institutions for both black and white student teachers.	.57
X^{66}	Lack of clearly defined school policies.	.57

Working conditions

X^{1}	Unstable political atmosphere for normal school day.	.50
X^{2}	Over sized classrooms.	.51
X^{12}	Lack of opportunity for certain jobs due to race discrimination.	.45
X^{15}	Serving as a role model in unfavorable conditions.	.49
X^{26}	Lack of interaction between black and white schools.	.57
X^{30}	Lack of administrative support.	.49
X^{35}	Attending after school in - service activities.	.55
X^{36}	Supervising students outside the classroom (recess, noon hour).	.46
X^{45}	Experiencing rapid curriculum change.	.41
X^{48}	Implementing policies with which one disagrees (CNE).	.48
X^{52}	Carrying of weapons to school by colleagues for self protection.	.41
X^{63}	Delaying of communication among staff due to ethnic differences.	.55

Student Relationship.

X^{25}	Unmotivated students.	.51
X^{41}	Differences on student evaluation procedures based on color.	.53
X^{51}	Dealing with a sudden influx of population of students in schools.	.53
X^{67}	Lack of proper placement of students with special needs.	.57

APPENDIX D

Percentages and categories of educators in the Department of Education and Training (1988)

Category		% of teachers
A^3	Less than Standard 10 without teaching qualification	
A^2M	Standard 10 without a teaching qualification	7.4
A^2	Standard 6 or 7 with at least two years appropriate training	
A^1	Standard 6 or 7 with at least two years appropriate training	18.3
A	Standard 10 plus one year appropriate training	30.9
B	Standard 10 plus two years appropriate training	
C	Standard 10 plus three years appropriate training	39.3
D	Standard 10 plus four years appropriate training	
E	Standard 10 plus five years appropriate training	4.2
F	Standard 10 plus six years appropriate training	
G	Standard 10 plus seven years appropriate training	

* Adopted from Educamus 1991

APPENDIX E

Major reasons to leave teaching: Survey Responses and Category Assignment

S s	Major Reason	Category
1	Politics of education (inequality in education)	Working condition
2	Frustration with teaching profession	Stress
3	Behavior and negative attitude of students	Student Relations
4	Bureaucracy and pressure in teaching	Administration
5	Teaching is not recognized as a profession by society	Autonomy
6	Too much stress and physical illness	Stress
7	Unreasonable administrative demands	Administration
8	Lack of control over what I do in the classroom	Autonomy
9	Lack of opportunity for advancement and promotion	Advancement
10	Teaching is demanding and very stressful	Stress
11	Inadequate working conditions(large classes, no libraries nor laboratories for science students)	Working conditions
12	Better paying job and benefits with less stress	Economic
13	Lack of involvement of parents in education	Community support
14	There is too much tension and lack of trust among colleagues and students	Student Relations
15	No psychological growth in the teaching profession	Challenge
16	Inability to get promotions in education	Advancement
17	Schools have turned into battle fields (guns, political)	Stress

APPENDIX F

Observation Questionnaire Guide

1. In what section of the community is the school located.
2. Is the building large enough to accommodate the students.
3. How old is the building and what is its condition.
4. Is it adequately heated in winter and cooled in the summer?
5 Are there walls and fences around the school?
6. What is the general appearance of the facility?
7. Where is the school situated?
8. What transportation facilities are available to and from school?
9. How is the space arranged in the school as a whole, and do teachers define their space?
10. Are the washrooms (lavatories) clean and free of odor?
11. Are there stalls to ensure privacy.
12. How do teachers, administrators, students, and parents feel about the racial composition.